1982

# A History of Connecticut College

Gertrude Noyes
*Connecticut College*

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# GERTRUDE E. NOYES '25

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To all the players—
past, present, and future—
in the continuing drama of
Connecticut College



SOPH HOP


YALE

# Contents

# Foreword

I was induced to undertake this history by friends who insisted that I was uniquely prepared for the task by my long association with Connecticut College. In her *Chapters in the History of Connecticut College*, Dean Irene Nye gives an invaluable firsthand account of the College's development up to 1943. Later chapters need recording, however; and, in order to gain perspective and continuity, I have found it necessary to retell the story of the College from its beginnings in 1910.

My own association with the College began when as a New London child I attended the opening ceremonies and the inauguration of President Sykes, though my memories of that historic occasion are regrettably unintellectual. I recall only huge black-robed figures, towering gray buildings, the fun of walking on planks through the mud, and the diminutive kitchens in the Home Economics laboratory. A few years later, as a matter of course I entered Connecticut College, then under President Marshall, graduating in 1925. After further study and teaching, I returned as Instructor in English in 1929, the year made memorable by President Blunt's coming. From 1945 to 1958 as Dean of Freshmen under President Park, I was initiated into the arcane realm of administration; and, as Dean of the College under Presidents Park and Shain from 1958 to retirement in 1969, I was involved daily in the multiple changes which students described as "the modernization" of the College. Coeducation came to pass, students played an active role in Civil Rights and anti-war movements, and they claimed a voice in all College decisions.

While it seems appropriate to end my history with President Shain's resignation, I have continued my association with the College in a tangential role under President Ames. Soon after my retirement the Alumni Association sponsored a project to develop the College Archives, then consisting of two files of folders and countless piles of documents, pictures, and clippings in a closet atop Palmer Library. Through continuing alumni interest and with the assistance of Miss Frances Brett, I have been enabled to build an orderly collection of records, publications, and memorabilia, now housed in the Special Collections Room in the new library and available for reference. I have, in effect, been reliving College history.

Alumnae friends have shared with me their sense of the College at different periods, notably Marenda Prentis, Virginia Rose, Sadie Coit Benjamin, and Esther Batchelder, all of 1919; Mildred Howard '20; Julia Warner '22 and Emily Warner '25; and Eleanor Hine Kranz '34. Louise Stevenson Andersen '41, Director of the Alumni Office, has supplied information and encouragement as needed. Jane Bredeson, Assistant to the President; Vivian Segall '73, Editor of the *Alumni Magazine;* Helen Haase Johnson '66, her predecessor; and Sarah Hargrove Harris '57, Designer, have given professional guidance. Presidents Rosemary Park and Charles Shain kindly read the accounts of their administrations and offered tactful suggestions. President Oakes Ames has encouraged the project from the start and has written the Epilogue, speaking for the College in 1981–1982.

Despite such advantages and assistance, I am aware that this history, like others more ambitious, has been shaped and limited by the writer's perceptions. Disproportionately detailed are the chapters on the beginnings, where I was intrigued by the birth of a complex institution, and on the Sixties and early Seventies, when from the front lines I watched the invasion of the campus by political and social forces. I particularly regret that I have had to dispose summarily of

the careers of dedicated professors and the contributions of students and loyal alumni. Necessarily I have focused on the interplay of groups and forces which brought Connecticut College from 1915 to 1974, outwardly much changed but still an independent and forward-looking college proud of its academic attainments and of its generations of graduates.

Gertrude E. Noyes '25

# 1. The Beginnings of the College, 1910–1915 and President Frederick H. Sykes, 1913–1917

Official Opening of Connecticut College October 9, 1915

Marching to the Ceremonies

Trustees and Faculty

The Class of 1919

## The Opening, 1915

On September 27, 1915 in a lecture room in New London Hall, Connecticut College became a living entity. Its pioneer students and faculty gathered there to hear the inspiring charge of President Frederick H. Sykes before dispersing for registration. Though it was a quiet occasion, all felt its historic importance. The students were "the new women," the faculty had cast their lots with an institution in whose promise they believed, and spirits ran high. That night President Sykes wrote to a friend, "We are off, and the real adventure has begun!"

On September 29 classes started, and on October 9 the College made its formal bow to the academic world with the inauguration of its first president. Brother and sister institutions of New England sent representatives, and friends who had worked hard to make the College a reality came from all over the state. The windy, treeless expanse of 340 acres, broken only by three stark stone buildings, a make-shift frame refectory, and a temporary boiler house, contrasted strikingly with the daring goals proclaimed that day. So revolutionary were those goals that some representatives of older colleges were skeptical, while others hailed them as a turning point in the higher education of women.

From the beginning it had been assumed that this college would be "of a different kind." By this time Vassar, which was celebrating its fiftieth anniversary, Elmira, Oberlin, and other early colleges had shown that women had the intellectual and physical stamina to carry college programs as demanding as those of the men's colleges. Even *Argus*, Wesleyan's student paper, had conceded that "Women's record for scholarship has convinced the most skeptical that woman is able to compete with man in intellectual strife." Now the second step was to prove that women could qualify for the professions on a par with men. The new college invited women with such ambitions and promised them advice, preparation, and support.

The Notables and Followers
From left, Dean Emeritus Wright of Yale, President Hadley of Yale, President MacMillan of Wells, Governor Marcus H. Holcombe, Mayor of New London Ernest E. Rogers

It was a time of challenge and turmoil. In 1915 war was raging in Europe and on the Atlantic. In May the great Cunard liner, the *Lusitania*, had been sunk with the loss of 1,100 including 128 Americans. In the resulting furor some citizens called for joining the Allies immediately, while others still hoped that "armed preparedness" would keep the nation out of war. Incidents were multiplying, however, and eventual involvement seemed inescapable.

Against this grim background young women saw that they would be needed to serve their country in new roles at home and overseas. They were also watching closely the ratification of the women's suffrage amendment in the last few critical states and were eager to take on their hard-won political and social responsibilities. A new era for women was at hand, and the privileged few who were beginning their college education knew they would be the logical

leaders. For them higher education was to be not just an individual privilege bringing cultural benefits and richer lives but a matter of national consequence.

On that fine October day visitors found a wide campus of rolling farmland divided here and there by neat stone walls, with the Thames River and Long Island Sound to the east and south and woodland on the north and west. The parent city with its steeples nestled below, and beyond the harbor and the lighthouse the sea glistened out to the horizon. Connecticut was indeed "a college on the hill by the sea."

Amid the builders' clutter stood New London Hall, ready to house the academic departments, laboratories, music and art studios, the library, offices for faculty and administration, the bookstore, and a lounge for nonresident students. Two nearby dormitories, Plant and Blackstone, had rooms for seventy-eight students and suites for faculty fellows as well as offices, maids' quarters, and in the basement of Blackstone music practice rooms. The boiler house with its tall chimney stood ready to combat the hard winters, and somewhat to the north Thames Hall would serve as dining hall and assembly with apartments for faculty at the north end and a temporary home for the president's family at the south. Architecturally, Thames was an oddity, composed of two houses joined by a long wide gallery, where a huge fireplace of native boulders gave a touch of homelike atmosphere. This anomalous building was the first social center of the campus and, with an extension to the west, would meet varied needs of college generations down to the present.

The faculty of twenty men and women who opened their class registers that fall were highly qualified in their fields and united in a spirit of adventure and idealism. They were a faculty of distinction; ten held doctorates and all were well proven in the classroom. As they took their places in caps, gowns, and hoods for that first academic procession, it was obvious that many leading universities in this country and abroad had prepared them for superior teaching.

The student body that day comprised 151, including 99 freshmen and 52 special students. Almost half were day students, some of whom had been waiting for as long as four years, teaching or taking temporary jobs in the meantime. Many, commuting from a distance—Norwich, Fishers Island, Baltic, Stonington, Deep River—would have long days and experience considerable hardship in winter travel. Of the original students, 85 came from Connecticut, including 21 from New London and 11 from Norwich, with scattered representatives from other states. Ruth Morriss from El Paso, who soon acquired the nickname of "Texas Tommy," was the first to arrive; and Lillian Shadd made the long trip from Mineral, Washington.

On that memorable day the procession made its way from the west door of New London Hall to the rise that was to be the site of Palmer Library. There a silk flag, presented by the local Women's Relief Corps, was raised on a sailyard given by Graham Hislop, owner of one of the town's two department stores.

Raising the College Flag

OPPOSITE Transforming the Hilltop into a Campus

After luncheon in Thames Hall for trustees, faculty, students, and invited guests, a crowd estimated at 5,000 assembled for the program. Governor Marcus H. Holcomb gave the welcome and read a letter from the White House conveying President Woodrow Wilson's best wishes. Frank V. Chappell, President of the Board, gave his greeting; and the students sang "The Invocation Ode" with orchestral accompaniment. With verse by President Sykes and music by Professor Louis A. Coerne, internationally known composer, the "Ode" had the appropriate themes of wooded hills, river and sea, and the promise of youth. Presidents Arthur T. Hadley of Yale and Ellen F. Pendleton of Wellesley, and Dean Virginia C. Gildersleeve of Barnard gave the main addresses, while the presidents or their representatives from Trinity, Wesleyan, Vassar, Wells, Smith, Bryn Mawr, and "the Woman's College in Brown University" added their good wishes.

Undoubtedly the high point of the day was President Sykes' response, showing the scope and ardor of his vision for the College. He promised

> the union of the old education with the new; ideals of culture and character united with technical training, social direction, and human sympathy. Beyond this immediate goal of the College lies another—when around the women's college arise the professional and technical schools which will equip women as such institutions did men, and we find ourselves in the possession of a women's university. I see its lofty towers already on the horizon.

Inspection of the buildings followed. Visitors showed a lively interest in the latest scientific equipment; the dietetics, photography, and ceramics departments; and the greenhouse with its pool for aquatic plants. In the dormitories, the students showed off their rooms (mostly singles with a few suites), complete with running water, comfortable wicker furniture, and bright bedspreads and draperies.

Meanwhile faculty and trustees had adjourned to the president's office in New London Hall for a brief but impressive ceremony. In appreciation of his crucial role in launching the College, the trustees conferred the honorary degree of LL.D. on Morton F. Plant, who had made it possible to "develop an ideal into a reality." President Sykes' citation concluded:

> Few have the means, fewer the appreciation of opportunity, still fewer the will to do... such a great public act without ostentation and with simplicity of heart.

That day was alive with promise. As the years passed, campus, student body, and faculty would grow; and goals would be redefined by the inscrutable turns of history—political, economic, and social. In wartimes the higher education of women would suffer as did that of their brothers, but through changing conditions the College would continue to provide what it considered "the best education of women, meeting the demands of the times." That "the best education of women" would eventually be construed as education with men is ironic but perhaps no more surprising than other evolutions in academic concepts and social mores that the future would bring. Paralleling national trends, Connecticut College for Women would add Connecticut College for Men (for graduate study only) in 1959 and would become Connecticut College, a coeducational institution, in 1969. It would, however, maintain education of high quality, focus on the individual, and sensitivity to educational and social change.

## Before the Opening

*Securing the College for New London, 1910 –1911*

How had Connecticut College come into being? The birth of a far-reaching idea or institution is always exciting, but few colleges have a more exciting story than Connecticut.

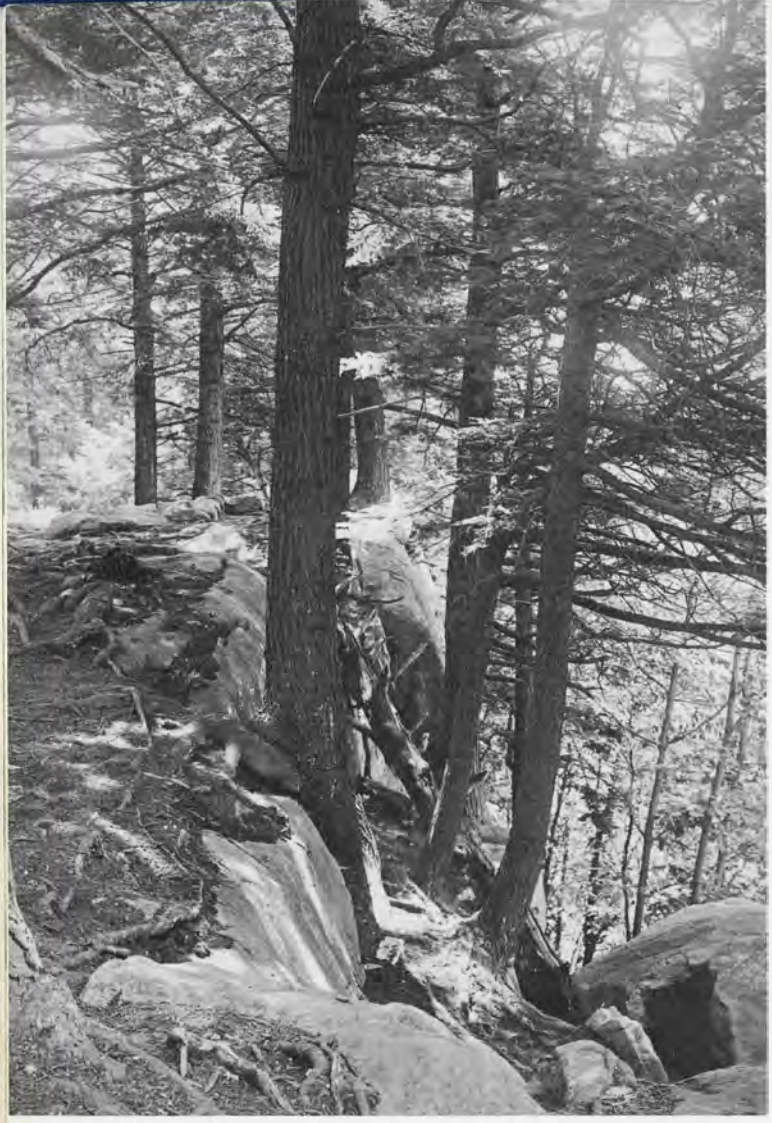
First, the College was the answer to a long-standing and by 1910 urgent need. Fifty years earlier there had been few college-educated women and fewer women in the professions; and the belief still held that woman's "sphere" – and sole "sphere" – was in the home. In 1910 there were only 10,761 college alumnae in the country, but a growing number of ambitious women were bombarding the colleges and universities for entrance. More than 1,500 promising applicants were being turned away annually just from the four leading women's colleges of New England, and each year more Connecticut girls were forced to go out of state or be denied the opportunity for higher education. It was not surprising that women demanding the vote also sought recognition as intelligent citizens with a right to a college education.

The principals of many forward-looking secondary schools which had begun as "finishing schools" now joined the demand for women's colleges, as they saw the high qualifications and the corresponding frustrations of their graduates. Locally, Principal Colin S. Buell of Williams Memorial Institute, a privately endowed girls' high school of proud heritage, had for many years been pressing for a woman's college in New London.

The immediate stimulus for the founding, however, came from a group of Hartford women, when Wesleyan University announced that after the fall of 1909 it would discontinue the admission of women. This decision left the state without any collegiate institution open to women, whereas neighboring Massachusetts had four. In March, 1910 Elizabeth C. Wright, a Wesleyan alumna and teacher at the Hartford Public High School, rose to the crisis and took the matter to the Hartford College Club, an organization of alumnae of various colleges. Miss Wright had already enjoyed a career as teacher at the American School for the Deaf in Hartford and as assistant principal of the Portland (Connecticut) High School. The Club promptly appointed her chairman of a committee with Mary Clark Mitchell and Miss Mary M. Partridge, both of Hartford, to explore interest in the state in founding a college for women. At once towns and individuals, foreseeing the cultural and economic benefits such an institution would bring, began offering sites with supporting funds ranging from $1,000 to $100,000. The Investigating Committee was then converted to a Site Committee with the addition of Col. Charles W. Jarvis of Berlin and former senator Charles C. Cook of West Hartford.

New London entered the competition late but with vigor. A leading citizen, Percy Coe Eggleston, trustee of Hillcrest, the Arthur H. Eggleston farm on high land at the northern limits of the city, invited the committee to view the site. On September 9, 1910, according to Miss Wright's account, "The Committee came, saw, and was delighted." The movement gathered momentum, strongly backed by Principal Buell and by Mayor (and State Senator) Bryan F. Mahan, who was eager to promote his city. A man of action, he called a meeting of the Common Council and induced them to appropriate $50,000 toward acquiring the site. By city law such an appropriation had to be unanimously approved at a town meeting, but that particular meeting turned out to be the largest and most enthusiastic ever and the project was approved without a single dissenting vote. With this appropriation and the support it represented, the first hurdle was passed.

Meanwhile gifts of adjacent land were coming in. Mrs. Harriet U. Allyn, who would leave a bequest for the Lyman Allyn Museum, another important cul-



The Hemlocks and the Precipice in Bolleswood

tural asset of the community, offered forty acres. Frank L. Palmer, of the family that would later give the college library and the auditorium, added eighty acres. The large tract of woodland west of the old Post Road and bordering Gallows Lane, including the famous stand of hemlocks and the precipice, was made available by the Bolles family through the interest of the poet, Anna Hempstead Branch. Her ancestor, Thomas Bolles, had bought the land from Owaneco, Sachem of the Mohegans; and the original deed, dated 1693, is exhibited in the college library.

The advantages of the college site were described in an early *Announcement* (1914):

> About a mile from the New London depot and extending along the Yale-Harvard Boat Course is a picturesque stretch of land a mile or more in length, located on high ground and overlooking the Thames on the east and New London harbour on the south....

Gallows Lane

View toward the River

A ramble through a grove of laurel, a canoe trip on the Thames, a drive to Ocean Beach or Eastern Point, and on a warm day a dip in either fresh or salt water are some of the pleasures which await students in the new college. One would travel a long distance to find another spot located as is this on the line of the fastest train service in the east and combining the advantages of a city with those already mentioned.

By the end of 1910 the movement had accumulated 280 acres and $50,000; and the Site Committee, impressed by the beauty of the location and the enthusiasm of the townspeople, made New London their first choice. At a meeting in New Haven on January 14, 1911, their recommendation was unanimously endorsed by the Board of Incorporators, consisting of twelve men and women representing different organizations and towns of the state. To ensure that the College would not founder on inadequate finances, however, the acceptance was made conditional on the town's raising at least $100,000. The challenge was urgent, as about twenty other towns with attractive offers were still besieging the committee. Nearby sites offered were: the present Shennecossett Golf Course in Groton; 130 acres in Waterford overlooking the Niantic River; and the Riverview Farm, the present site of Red Top, the quarters of the Harvard crew at Gales Ferry.

The North Campus

In those days when New London was a little city and the dollar was a big one, the amount of $100,000 seemed almost unobtainable. Civic spirit was aroused, however; and confidence had been built up by another development of the same year. New London was practically assured of the million-dollar State Pier, which would attract cargo ships from all over the world. That development, officially approved in June, would put New London on the commercial map and restore some of the prominence as a seaport that it had enjoyed in whaling days.

The town, eager to win the college also, rose to the challenge. On February 20, 1911 a ten-day whirlwind campaign for $100,000 was launched with the slogan, "Get It by March First!" Headquarters was set up in a vacant store at 30 Main Street with a brave sign proclaiming, "What Other Cities Have Done New London Can Do...and More!" Mr. Buell was chairman of the executive committee and George S. Palmer, chairman of the campaign teams. Men and women volunteered as solicitors, and almost every citizen worked in some way toward the goal. Children raided their piggy banks, their parents rang neighborhood doorbells, and on Sunday in every church in town the clergy preached the gospel of education. In front of the *Day* Building a huge clock with a face twenty-five feet wide was set up with midnight marked $100,000; and on the First Church Green a thirty-foot thermometer appeared, the highest temperature being $100,000. Every afternoon at two o'clock all business came to a standstill, as everyone listened to the fire alarm reporting by its blasts how many thousands had been collected during the preceding twenty-four hours. The Mohican Hotel and the Crocker House supplied free lunches for the workers while tables and chairs were lent by the Putnam Furniture Company and crockery by Wordell's at the Beach.

March 1, 1911 was a banner day for New London and for the college-to-be. People could hardly believe the good news when the hands of the clock pointed to twelve and the thermometer registered fever heat. The campaign had not only hit $100,000 but, with a last-minute boost of $25,000 from benefactor Morton F. Plant, had reached the unbelievable sum of

$134,824.41. In a city of 19,500 almost 6,000 individuals had contributed, and every business and organization had pitched in. Thirty-six donors had given $500 or more, but most impressive were the small groups which contributed generously and showed the town's good will. The list included such varied groups as: the Western Union Messenger Boys; the Waiters' Social Club; the Employees of the Groton Ferry; all the fire companies; the Portuguese and Scandinavian Clubs; the American Association of Masters, Mates, and Pilots; The Wizards; the Niantic Menhaden Oil and Guano Company; and the Green Trading Stamp Company. A bootblack contributed his day's earnings, and the mayor threw in his year's salary ($800). A washerwoman gave her hard-earned dollar, saying, "I'm giving all I can because I have little girls who may go up there someday." There were also many ingenious schemes, such as that of Miss Agnes Winslow, who had a little craft shop on Union Street. By embroidering names on a quilt for ten cents each and selling the quilt, she earned $18.50 for her donation.

With such a successful campaign there was no longer any question that New London would become the site of the new college.

On that "glorious night," as *The Day* called it, the Victory Parade left headquarters on Main Street and wound up State and down Washington to the Armory, while the band from Fort Wright played "There'll Be a Hot Time in the Old Town Tonight." In her scrapbook Miss Wright recalled that "the Mayor thoughtfully had the streets washed so that the ladies marching would not soil their dresses or shoes." *The New London Telegraph* gave the following account:

> The progress through State and Washington streets to the Armory was one stupendous ovation. The streets were ablaze with red fire and there was a veritable pandemonium. Every parader—women and men alike—carried fire sticks, and Greek fire spurted at every yard of the route. The city hall was completely fenced with fire torches. On Washington Street, in front of the Lyceum, a great bell in a cradle was rocked to and fro; and Sam Lung, a Chinese laundryman, had strings of Chinese crackers blazing in front of his place during the parade.

Banners carried such boasts as: "Thanks, Everybody," "Get, Getting, Got," and "When you make a Date, Keep it. We did!"

Some 3,500 men, women, and children jammed into the Armory, while hundreds more cheered and shot off fireworks outside. The Jubilee Celebration was planned, according to the program, "as a Fitting Conclusion to the Campaign for Raising a $100,000 Endowment Fund for the Women's College and in Honor of the Public Spirit Shown by the Citizens and to Celebrate the Birthday of the New NEW LONDON."

The much-loved preacher of the First Church, the Reverend Romeyn Danforth, in his best oratorical style proclaimed this "a true Commencement." Other speakers hailed a new era for city, college, and women. A song, written for the occasion and sung to the tune of "The Battle Hymn of the Republic," wound up lustily:

> Glory, Glory to New London,
> The Bigger, Better, Beautiful New London.
> Glory, Glory to New London,
> She sure is marching on!

FOLLOWING PAGES Familiar Scenes in New London and Groton


STATE STREET, LOOKING EAST, NEW LONDON, CONN.

Huguenot House, New London, Conn.

THE GRISWOL

Bathers and Crowd, Ocean Beach, New London, Conn.

06.


STREET, LOOKING WEST, NEW LONDON, CONN.

# Jubilee Celebration

— HELD IN —

**THE ARMORY,**

**NEW LONDON, CONN.**

**MARCH 1, 1911**

As a Fitting Conclusion to the Campaign for Raising a **$100,000.00 Endowment Fund** for the **Women's College** and in Honor of the Public Spirit Shown by the Citizens in this Work and to Celebrate the Birthday of the NEW

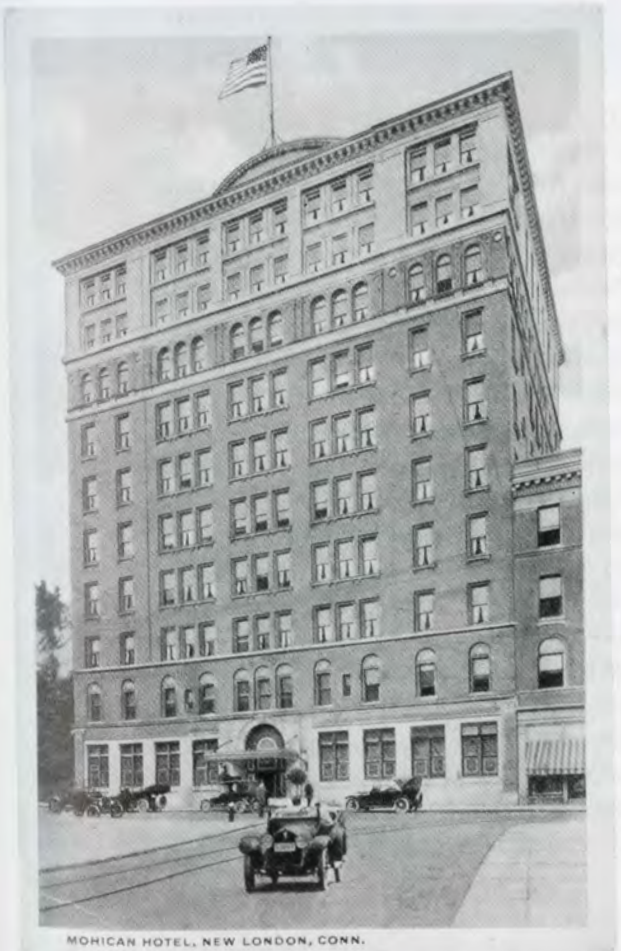
**NEW LONDON**

The Program Cover

EASTERN POINT, GROTON, CONN.

72084

Crocker House Hotel, State Street,
New London, Conn.



MOHICAN HOTEL, NEW LONDON, CONN.

PLANT RESIDENCE, NEW LONDON, CONN.

New London Harbor Light House, New London, Conn.

*The Day* of March 2, 1911 was still jubilant but carried the stern headline, "NOW FOR THE REAL WORK!" The campaign had succeeded beyond all hopes. New Londoners had shown what they could do and were basking in a happy mood of self-congratulation. They could sit back now, their big job done, and watch the sponsors and educators take over.

*The Day* indulged in a whimsical editorial:

> The Connecticut College Girl—
> What will she be?
>
> Here is the most fascinating of all the questions that can be asked about the new college.... This new girl, the Connecticut College girl—here we await with more than Darwinian interest the evolution of a new species. And the girls themselves, with what modern psychological fervor will they be able to watch themselves grow and make tradition.... For tradition is the distinctive thing about a college....

To this esoteric question Miss Wright was to give a down-to-earth answer. When she met the Class of 1919 gathered for the first time, she looked them over and pronounced in her deep, oracular voice: "These girls are a jolly and sturdy-looking lot of young women."

The sponsors saw that they had only a beginning—an idea, a tract of land, a sum of money, and a reservoir of good will. The idea had to be brought to life through organization, roads and buildings, staffing, curriculum, publicity. The years 1911 to 1915 were filled with planning, hard work, meetings and speeches, generous gifts of time, talent, money, land, books, and, of course, ideas continuously spawning more ideas.

Organization moved right along. A group of distinguished citizens of the state served as incorporators: Oliver Gildersleeve of Gildersleeve; Frances S. Williams of Glastonbury; Mary C. Mitchell, Mary M. Partridge, and Edward L. Smith of Hartford; Elizabeth C. Wright of West Hartford; Elizabeth C.B. Buell of Litchfield; Colin S. Buell, A.H. Chappell and Bryan F. Mahan of New London; H.H. Bridgman of Norfolk; and Edward D. Robbins of New Haven. In response to their petition, the Connecticut General Assembly on April 4, 1911 granted a charter to Thames College and in July authorized the change of name to Connecticut College for Women.

Most of the incorporators agreed to serve as trustees and met for the first time on May 1, 1911 in New Haven. Morton F. Plant was elected Chairman; Governor Simeon E. Baldwin, Acting Chairman, to function when Mr. Plant was away; Alfred H. Chappell, Treasurer; and Elizabeth C. Wright, Secretary. Other proven friends on the Board were: Colin S. Buell; representatives of the Hartford College Club—Miss Partridge, Mrs. Mitchell, and Mrs. Frances S. Williams; Frank L. Palmer; Oliver Gildersleeve, who had offered his estate on the Connecticut River with a generous trust fund but who died before the College opened; Edwin Milner, who had given $10,000 toward the campaign; Edward D. Robbins, counsel for the New Haven Railroad, in whose office the first meeting was held; the Honorable Edward L. Smith, Mayor of Hartford; Henry P. Wright, Ph.D., LL.D., recently retired Dean of Yale; and Mayor Bryan F. Mahan. Formidable tasks fell to the standing committees: Executive and Finance, Building, Endowment, Education, Publicity, and Library. The immediate need, however, was for endowment, as the funds thus far collected would barely cover initial outlays for land and buildings. Some assurance of the survival of the institution was imperative, and the trustees set out to plan a statewide campaign.

At the second Board meeting on June 3, 1911, however, to everyone's joy Mr. Plant announced his historic gift for endowment of one million dollars in securities, the income only to be available for "running expenses." The New London campaign had

Mr. Buell's Famous Campaign Touring Car
In background, the Lee and Prentis houses, which would be joined to become Thames Hall

seemed something of a modern miracle, and here was another. Now the opening of the College with all the best facilities and staff was assured, and the trustees could turn to their specific committee responsibilities. No wonder one reporter in his enthusiasm called Mr. Plant "the true founder of the College," and indeed without his generosity the College might have got off to a fine start only to founder soon after. In a more restrained mood *The New London Telegraph* paid Mr. Plant its succinct but fervent tribute: it pronounced his gift "the splendid act of a splendid man."

It is high time to identify Commodore Plant, as he was called locally. This vital and colorful man had built Branford House, the Gothic mansion at Eastern Point, Groton, which, through an odd turn of fortune, has since served as the center of two other educational institutions, the Coast Guard Training Station during World War II and now the Southeastern Branch of the University of Connecticut. Mr. Plant's father, Henry B. Plant, had made his fortune in transportation, real estate, and hotels during the "opening up of Florida." Morton Plant inherited those interests, controlled the Plant Railroad Systems and the Plant Steamship Lines, and held many directorates.

Though his office was in New York and he made frequent trips abroad, he was always loyal to his Connecticut background. He erected the Plant Building (now the Dewart Building) on State Street and replaced the old Fort Griswold House with the palatial Griswold Hotel, a popular rendezvous for yachtsmen located at the mouth of the harbor on the Groton side. He was himself a royal sportsman. At various times he owned ten large yachts, participating in their design and winning trophies in international racing events. What brought him the special affection of New Londoners, however, was his fondness for baseball. He opened Plant Field, then considered "the best ball park in Connecticut," and held the New London

franchise in the Eastern Baseball League. He took an active part in recruiting the players, called "The Planters," and saw to it that they won their share of pennants.

Obviously, Mr. Plant was not a schoolman or an academic type such as one might expect for the backer of a new college, but there was never any doubt of his respect for learning or his generosity toward capable young people and the Groton-New London area. To this day a portrait of the florid and jovial gentleman hangs in the college president's office, where he has cheered successive presidents through their daily rounds and beamed down, somewhat incongruously, on a never-ending series of academic meetings.

Such a character, like the heroes of epic, naturally attracted legends. According to one story, the morning after Mr. Plant's dramatic announcement found a reporter from *The New London Telegraph* waiting on his mansion steps for an interview. Mr. Plant, always shy of thanks, stated the facts briefly and then closed the interview abruptly by turning to his pet parrot and asking, "Polly, want a glass of port?"

The account of Mr. Plant's transfer of the securities from his Hartford bank to the National Bank of Commerce in New London on September 8, 1911 is an amusing and well authenticated part of college history. It is best told by William J. Farnan, who as a young man was chauffeur for the Plants and who later became the popular custodian first of the Auditorium and then the Chapel at the College.

Miss Wright in her scrapbook gives us the background:

> You must remember that there were no paved roads between here and Hartford in those days, and the dirt roads had great humps and ruts... So Mr. Plant required Mr. Farnan to drive the car [an open Fiat] very slowly because he suffered from gout and every bump on the road meant pain for him.

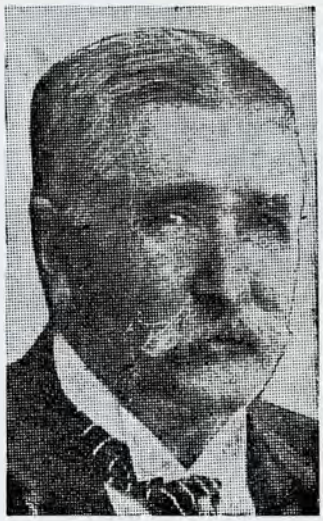
Mr. Farnan's own account of the famous trip follows:

> We left Branford House at Avery Point about nine o'clock that morning, stopping at the bank in New London, where two gentlemen joined us. The day was gray and chilly, and none of us felt like the long drive to Hartford, even for a million dollars. Nevertheless, we arrived in Hartford...and went to the Hartford Club, where Mr. Plant and party had lunch, and then we went to the Connecticut Trust Company.
>
> Mr. Plant went into the bank alone, leaving his party in the car, and stayed about thirty-five minutes. Then he reappeared with two men dressed in gray uniforms. One had a small bag. 'Well,' I thought, 'we will have some protection going home'—but I found that our protection was to end right there on the sidewalk.
>
> Well, we left the Trust Company at 2:35 by the clock on Main Street and started for New London via Middletown and Saybrook, the best route in those days; but the road was very bad and it was long after four when we arrived in Saybrook, and Mr. Plant decided to stop at the Saybrook Inn and rest a while. So he went into the Inn, and Mr. Chapman, the proprietor, who was a friend of Mr. Plant's, insisted that they wait to have something to eat.
>
> I couldn't eat; so the bag was left with me. I sure couldn't eat then. That was the longest meal, I think, I ever waited through for Mr. Plant. All I did was to sit there and worry as the shadows started to creep around and I hadn't even a closed car for protection. Mr. Plant meanwhile called up the bank in New London and asked Mr. Prest to wait until he got there, as he wanted the million put into the safe right away.
>
> Well, we finally got started from the Inn and, after what seemed to me an age, we arrived at the bank. There were quite a few people on the side-

walk, and, as we drove up, they began to cheer. I think that Mr. Prest must have told someone confidentially that we had the start of the College with us in that little bag. And so ended our trip from Hartford that made Connecticut College.

As a postscript, we learn from other "reliable sources" that the bag contained "two bundles of securities, each "the size of a Webster's Unabridged Dictionary" and that among the securities were unclipped coupons to the value of several thousand dollars—a welcome bonus!

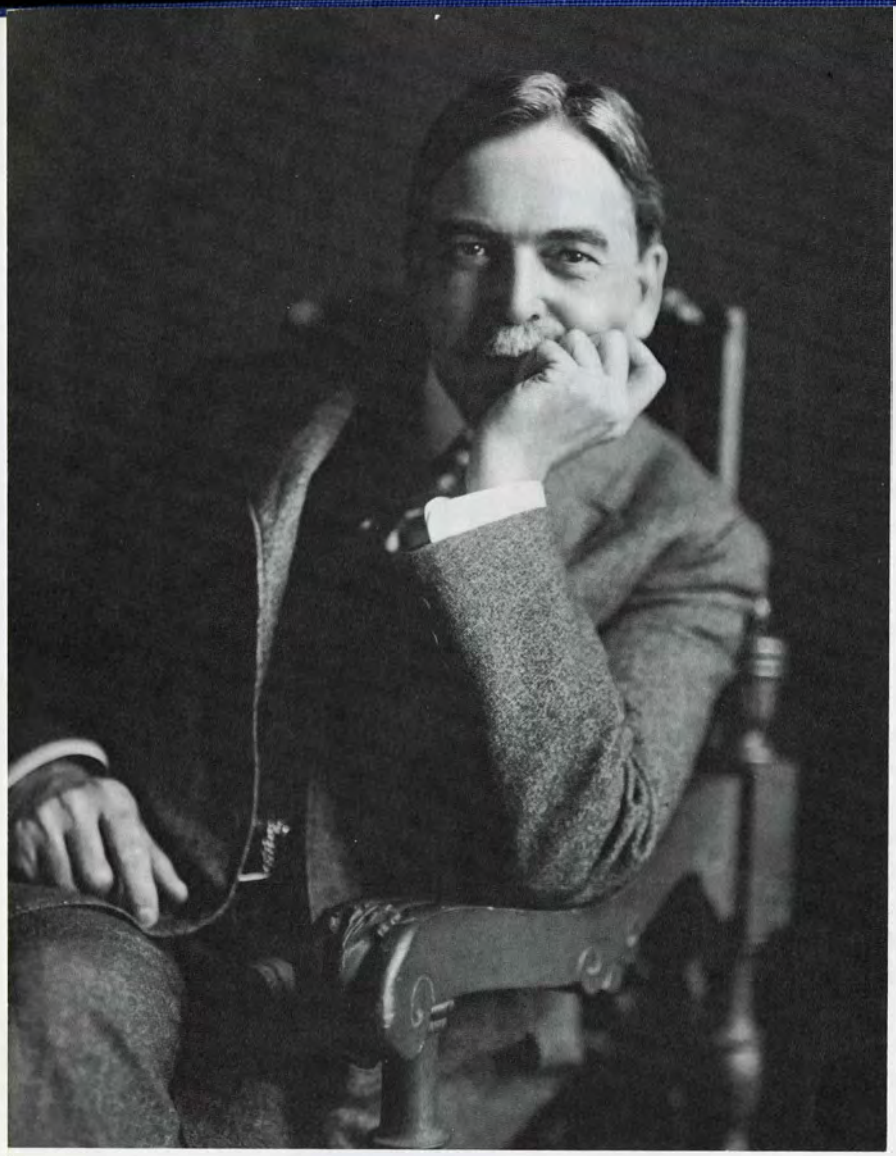
It was also Mr. Plant who was ultimately responsible for the naming of the College. In the earliest days it had seemed natural to call the College Winthrop College in honor of the distinguished neighbor of colonial times, John Winthrop, Jr., founder of the city, governor of the Colony, and a man of no mean learning. When it was recalled, however, that Winthrop College, South Carolina, also for women, had preempted that name, the College was chartered as Thames College instead. Described as one of the most liberal ever granted, that charter gave the College all the privileges that had been extended to Yale more than two hundred years earlier: "exemption from taxation and all other privileges and exemptions now enjoyed by or hereafter granted to Yale University." Thames College, however, was thought to have provincial implications; and in July, at the insistence of Mr. Plant, the name was changed to Connecticut College for Women. Actually Mr. Plant had suggested "For Females," a designation common at the time and apparently not considered derogatory, but happily was induced to accept "For Women" instead.



Morton F. Plant

Elizabeth C. Wright

Colin S. Buell



President Frederick H. Sykes

*Finding a President and Architects, 1913*

Two matters now had priority: the selection of a president to make the academic decisions and of architects to develop a campus plan, map roadways, and design buildings.

Of crucial importance was the selection of the right president, an outstanding educator grounded in the liberal arts but responsive to current trends in education and able to infect others with his vision. High satisfaction was felt over the appointment, in February, 1913, of Dr. Frederick H. Sykes. A Canadian by birth, he held bachelor's and master's degrees from the University of Toronto and a doctorate from Johns Hopkins University. He had been professor of English at Western University, London, Ontario and from 1903 to 1910 at Columbia University, where he was also Director of Extension Teaching. From 1910 to 1913 he was professor of English at Teachers College, Columbia and Director of Technical Education in the Schools of Industrial and Household Arts. In visits abroad he had studied the educational philosophies and methods of foreign universities. He was author of several scholarly books, including *French Elements in Middle English*, had edited various English texts, and was general editor of Scribner's *English Classics Series*. As a lecturer he had made a brilliant reputation at Johns Hopkins, the University of Chicago, and the Brooklyn Institute. His articulateness extended to verse, in which he showed great facility. In character and personality, Dr. Sykes promised to be just the wise and persuasive leader who was needed to launch a new and experimental college. Laura Dyckman Sykes was distinguished in her own right; an alumna of the University of Toronto, she was later the first woman to receive that university's gold medal.

When President Sykes attended his first Board meeting on May 17, 1913, he had the thrill of hearing Mr. Plant announce a further gift of $100,000 for two dormitories to be named Plant and Blackstone in honor of his father and mother. With the vigorous leadership of the new president and the impetus of this gift, the Board pushed ahead with other decisions and set the opening date for September, 1915. From July 1, 1913 President Sykes devoted full time to his new position, though he continued to live in Yonkers, finding proximity to New York advantageous for meetings with architects, prospective faculty, and others with services to offer the College. By accepting a flood of invitations for speeches and articles he acted as a tireless crusader for the College.

In July, 1913 "Connecticut College" became an office in a third-floor "parlor" in the Mohican Hotel. Here for two years Miss Wright, as secretary of the Board, handled correspondence, kept records, and acted as liaison for the different groups. Here plans for the campus were submitted, applications from faculty and students received, and early announcements prepared and released.

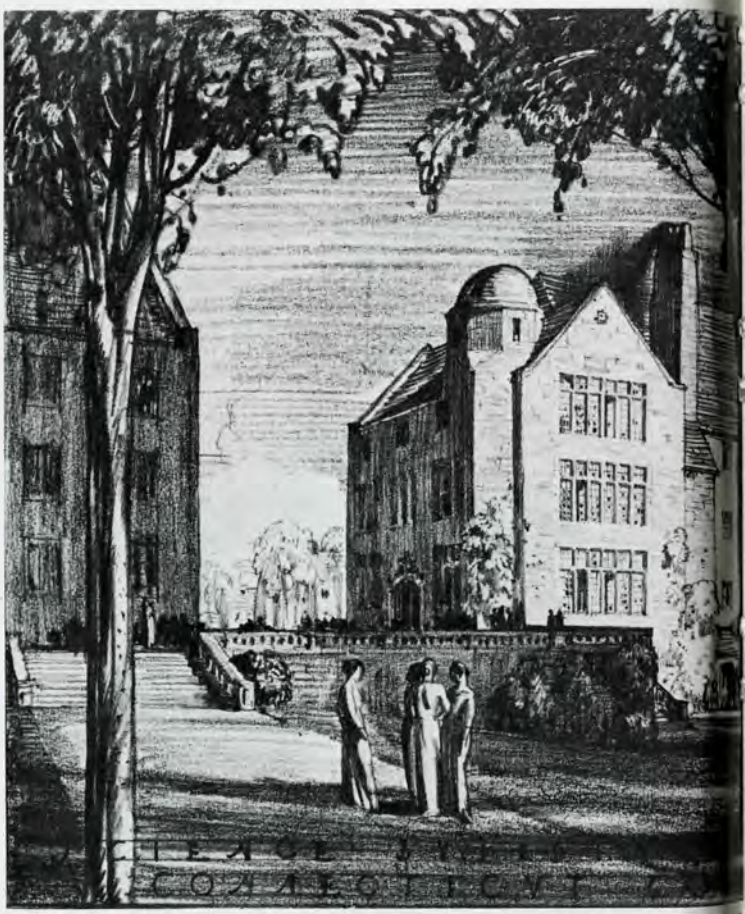
As evidence of the widespread interest the College had attracted, campus plans were sent in by fourteen architects well known for university and business plants all over the country. On July 4, 1913 the firm of Ewing and Chappell of New York was selected, a decision which, as *The Day* noted, "was cause for gratification locally as the junior member of the firm, George S. Chappell, is a New Londoner, son of the late Alfred H. Chappell." Both architects had attended l'Ecole des Beaux Arts in Paris and had university buildings to their credit; and Mr. Ewing had been associated with Carrère and Hastings, who had recently completed the New York Public Library.

The campus plan thus adopted was reminiscent of the English university model with quadrangles of residences. A central mall would extend south from the high rise which was reserved for the library, maintaining an unbroken view of the Sound. It had been ascertained earlier that granite of good quality could be quarried in the Flat Rock section of Bolleswood. The style decided on, after much analysis of what would

be appropriate for the "romantic site" and for a woman's college with a professional emphasis, was "domestic Tudor" (like the Elizabethan manor houses) with "the associated Collegiate Gothic for...the larger edifices." "In elucidation of the spirit and intention of their work," the architects wrote:

> The important feature of this style...is that of texture.... The architects feel that...the buildings will require practically no ornament, gaining their beauty from the simple masses of the architectural forms themselves and the relation of voids to wall surfaces...It has been the earnest desire of the designers to escape from the restless quality of much Gothic work. Note the peaceful serenity of the old English manor-houses. (*Preliminary Announcement*, 1914)

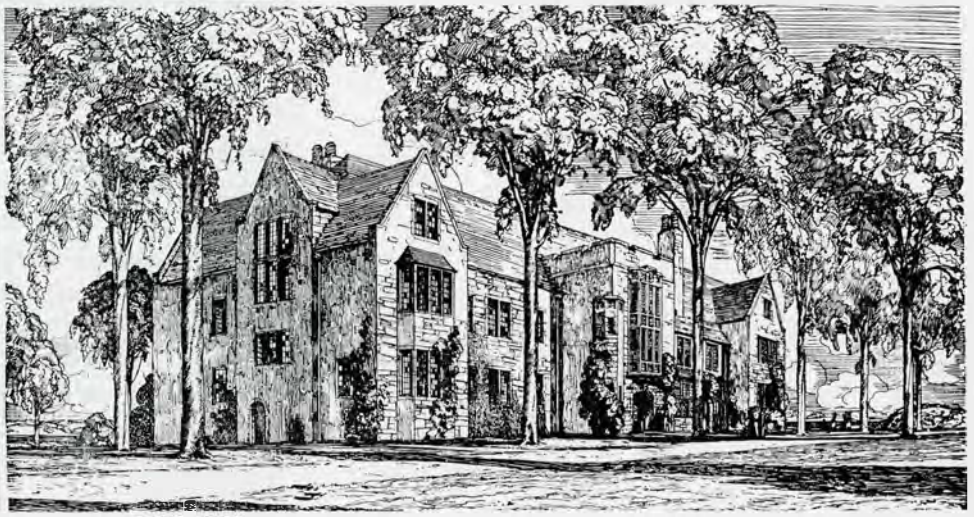
Detailed plans were drawn for the Science Building, a refectory, and dormitories. The Science Building was to have laboratories with the latest equipment but would temporarily house other departments and administrative offices. The refectory was an elegant building as shown in the elevation by the young Rockwell Kent, then an associate of Ewing and Chappell. It was, however, never built, as funds ran out and Thames Hall had to serve as a humble substitute. Similarly, the "quad design," which lent such a pleasant sense of intimacy in the early days, was not to be continued. The mall, however, survives on the old campus with walkways leading north and south, academic buildings lining the east with dormitories opposite, and the prized view of town and Sound preserved. No wonder *The Day*, in its "Making History Edition" of November 29, 1913, flaunted the headline, "NO FINER COLLEGE SITE IN THE WORLD."



Ewing and Chappell Drawings

New London Hall

"A Typical Dormitory"—West Elevation, North and West Elevations of Plant House


The First Seal of the College, adopted 1911

*Announcing Policies, 1914*

Miss Elizabeth Wright described 1914 as "a very strenuous year." The contract for road-building was let, and ground broken for the Science Hall on July 16. President Sykes then issued the first official college publication, *Preliminary Announcement*, outlining building plans, the program of studies, requirements for admission, and costs and scholarships.

On its cover appeared for the first time the corporate seal and motto of the College as designed by President Sykes and adopted by the trustees. A vertical oblong, it featured a landscape with sea and hills, dominated in the foreground by an elm tree and books. It bore the date of founding, 1911, and a scroll with the Vulgate version of a phrase from the First Psalm: "Tanquam lignum quod plantatum est secus decursus aquarum" ("Like a tree planted by the rivers of waters," as the King James version renders it). Attractive and impressive, this seal was to undergo only minor variations through the years.

In the *Announcement* President Sykes first reaffirmed the educational philosophy of the College, which had been determined before his appointment but which he found highly congenial.

> The demand for new forms of training consequent on the entrance of women into professional and technical pursuits has created new problems of instruction and equipment not yet solved by existing institutions.

The range of the curriculum was indicated with major divisions: Literatures and Languages; Philosophy, Psychology, and Education; History and the Social Sciences; Mathematics and Physical Sciences; Chemistry; Biological Sciences; Dietetics; Hygiene and Physical Education; Design in Fine and Applied Arts; and Music. Two degrees were announced (B.A. and B.S., depending on the major chosen), but specific courses were to await faculty appointments.

The *Announcement* described the college grounds

and surroundings and included pictures of the central campus (still unbroken fields), the Thames as seen from the height of Benham Avenue, the grove of hemlocks, and the harbor. Architects' drawings showed the exterior and interior of Plant House as a prototype of dormitories, Science Hall, and the envisioned refectory. Obvious through words and pictures was the intent of architects and educators that this college would have not only an ideal location but every inducement to study and to happy community living.

Some practical questions were answered for the first time. Students could gain admission by submitting good records and unqualified recommendations of character, health, and "general promise" by the principal of an approved school; or by certificate from the College Entrance Examination Board or the Board of Regents; or by examinations given at the College by its own Entrance Examination Board. Tuition was set at $150 annually and board and room at $350 with small additional fees for laboratory and studio. Students were assured that total costs would not exceed $600 a year, and part-time students were welcomed and would pay $5 per credit.

One of the areas in which friends of the College had been most helpful was scholarships and loan funds, and the *Announcement* listed several as the nucleus of a larger group in progress. Some of these, such as the Bristol Scholarship, the Alice Sawtelle Randall Scholarship of Hartford, and the Windham Scholarship, were to be administered by their respective communities. Norwich, New London, and Meriden scholarships were to be added within the year. Some of these regional scholarships were due to Mr. Buell's "one-man campaign" when he "toured the state" in the summers of 1913 and 1914 on behalf of the College. He had also written to three hundred Yale alumni throughout the state in the hope of establishing a Yale Hall; but his campaign was "handicapped by the prevailing uncertainty in the financial world, by the depreciation in all sorts of securities, by the stagnation in business and the generally accepted opinion that things would be worse before they would be better." His efforts, however, advertised the needs of the College and stimulated gifts for scholarships.

The oldest of the scholarships, which was to be administered directly by the College, was the Mary Merriman Abbott Memorial Scholarship. Begun as early as 1907 by her teacher-colleagues in Waterbury, this scholarship was given to Connecticut College in honor of the first president of the Connecticut Woman's Council of Education and "one of the first advocates of higher education of women in Connecticut." The first loan fund was established by H. Wales Lines, a construction engineer of Meriden, for "capable but necessitous students," and the second by the Konomoc Hose Company of New London for local students.

Meanwhile the president's office was receiving letters such as the following, which made imperative the development of a larger scholarship program.

> Dear Sir:
> Would you let me know what opportunities the Connecticut College for Women offers to a girl who is very desirous of a college education and yet is so handicapped financially that she sees no possible way to have her hopes realized? This girl, myself, is willing to do almost anything to enable her to receive a college education, and graduates from high school this June as valedictorian of her class. If you wish credentials I can refer you to Principal----- and others whose opinion you will value. Will you let me hear from you?
>
> Very truly yours,
>
> _____

The *Announcement* ended with the Treasurer's statement of funds and needs, the latter being extensive as a college of one thousand students was then contemplated. The conclusion bears the mark of President Sykes' fervent style:

> The present era shows an immense development in women's occupations, responsibilities, and opportunities. The means by which women can enter high up in the work of the present world and function powerfully therein is education. At the present time no single institution is so much needed and none can contribute so much to the common welfare as an efficient college for women.

*Last-Minute Preparations—Setting the Stage, 1915*

Even at this distance we can feel, from letters and records, the feverish pressure of 1915 as builders and educators worked toward the opening in September. In January the Education Committee under the chairmanship of Dean Emeritus Henry P. Wright of Yale in collaboration with President Sykes set about selecting faculty from the several hundred applications received. At its February meeting the Board approved plans for a temporary heating plant and for furnishings for all the buildings. It reluctantly abandoned the proposed refectory in favor of Thames Hall, which, however, with its informality would win a warm place in the hearts of students and faculty. Another important action was naming the science building New London Hall in recognition of the generous support of the city and its citizens.

Obviously a college aspiring to be of top quality needed an excellent library, and again Fortune blessed the College. The Library Committee had been building a basic collection but was gratified by a number of valuable gifts, which started the library off on its distinguished history. The Thomas Harland Memorial Collection of two thousand books of quality covering a wide range of subjects was acknowledged as "the foundation of the library," and a handsome bookplate was designed by Professor Henry Bill Selden for these volumes. *The New London Telegraph* noted that the Harland family of Norwich had been "distinguished for four generations for patriotism and letters."

Other early additions included: many duplicates from the Yale Library ("Eli has clasped in brotherly love the hand of his little sister, Eliza," as the local press put it), and two hundred volumes from the Blackstone Library in Branford, Mr. Plant's birthplace, which was proudly watching the evolution of the College he had supported. When the College opened, the library comprised fifty-five hundred volumes, supplemented by Professor Raymond Osburn's extensive collection of literary and scientific books, which he made available to students. In 1916 the bequest of thirteen hundred books and $5,000 worth of scientific equipment (including three microscopes, a


The Foundation of the College Library Collection
The second college seal, shown here with wheel, was introduced in 1915; the wheel was discontinued in 1919.

telescope, and cameras) came to the College from William P. Bolles, a renowned scientist of the Branch-Bolles family, whose boyhood home had been on the hilltop.

Meanwhile a committee of trustees chaired by Miss Wright, who now had the added duties of Registrar, was receiving student applications in large numbers and was pleased to find most applicants well qualified and purposeful. By contrast with modern application forms, an early version follows:

1. Name
2. Address
3. Age
4. School last attended
5. Date of Graduation
6. Course pursued
7. Name of Principal
8. Name of Parent or Guardian
9. Address of Parent or Guardian
10. Remarks
11. Date

A catalogue of the school last attended should accompany this application.

A somewhat more detailed form was evolved the following year under the direction of a faculty admissions committee. The process, however, remained simple: a brief application form, promptly and politely acknowledged by individual letter, often handwritten; and, after examination of school record and principal's statement, a reply within two to four weeks accepting or rejecting the applicant or recommending entrance examinations. If admission appears easy, however, it should be remembered that there was no social pressure for young women to attend college at this time; on the contrary, there were often formidable family and public pressures against it. Only serious-minded women would even consider applying to college. Also Connecticut College's well publicized goals indicated a career-oriented program.

12

**Application Blank for entrance in ~~1913~~ 1918 to THE CONNECTICUT COLLEGE FOR WOMEN.**

1 Name Ann Frances Hastings
2 Address 16 Forest St
3 Age 12 years (1912)
4 School last attended Will graduate from the Hartford High School
5 Date of Graduation
6 Course pursued
7 Name of Principal
8 Name of Parent or Guardian Alice H. Hastings
9 Address of Parent or Guardian Mrs. F. H. Hastings
10 Remarks 16 Forest St. Hartford Conn.
11 Date Jan. 4. 1912

A catalogue of the school last attended should accompany this application.

The First Application

Applicants were therefore self-selected; they were in most cases capable and ambitious young women and independent thinkers.

In February, 1915 the first catalogue was published, listing faculty and courses. By that time seventeen men and women had been appointed with advanced degrees from Yale, Harvard, Columbia,

The Original Faculty
From left, Mr. Dondo (Romance Languages), Miss Woodhull (Hygiene and Physical Education), Dr. Coerne (Music), President Sykes, Dr. Rondinella (Physician and Biology), Dr. Wood (English), Dr. Osburn (Biology), Dr. Cary (Romance Languages), Mr. Crandall (History), Mrs. Bostwick (Fine Arts), Dr. Nye (Greek and Latin), Dr. Barr (English and Philosophy), Miss Sutton (Secretary to the President and Clerk of Faculty), Dr. Kip (German), Mr. Selden (Fine Arts)
Not present: Mr. Bauer and Mr. Weld (Music), Miss Thompson (Dietetics), Miss Hoagland (Fine Arts), and Miss Davis (Librarian and Library Economy)

Cornell, the University of Pennsylvania, Johns Hopkins, and foreign universities. The curricula vitae of a few senior members will illustrate the caliber of the appointees. Louis Adolphe Coerne, Professor of Music, with a doctorate from Harvard, was author of a well known study, *The Evolution of Modern Orchestration*, and was honored in this country and abroad for his symphonic and operatic compositions. He came directly from the University of Wisconsin, where he had been professor of music. Herbert Z. Kip, Professor of German, with advanced degrees from Princeton and the University of Leipzig, had published scholarly books and texts. Before coming to Connecticut he had been Adjunct Professor of German at Stanford and Vanderbilt universities. Professor Raymond C. Osburn was a nationally known biologist and assistant curator of the New York Aquarium. He had taught at Barnard and had been president of the New York

Entomological Society, was a frequent contributor to scientific journals, and was Editor of the American Fisheries Society publications. The three appointees in Fine Arts also had established reputations in their fields: Henry Bill Selden had exhibited his paintings widely and won many honors; Francesca Bostwick had made her name in the new art of photography, which was described as "painting with light"; and Jane Hoagland had attracted notice in this country and abroad for her ceramics.

For the first time the plan of the curriculum emerges. The student's program would consist of three parts: the General Group with distribution requirements; the Major Group with fourteen majors (English, Greek and Latin, Modern Languages, History, Social Sciences, Psychology and Philosophy, Mathematics, Physics, Chemistry, Biology, Hygiene and Physical Education, Dietetics, Design in Fine and Applied Art, and Music); and the Elective Group. In the last division students who wished could work up a Minor which was related to their Major and which could be professionally oriented. For instance, a French major could carry a minor in Spanish and/or in Education; Library Economy could be taken with various majors; and Secretarial Studies (without credit) were recommended for language majors. Such vocational courses were to meet once a week and were rated as partial courses. Library Economy, a popular course, gave two points annually and, when followed by two advanced courses, embarked some students on careers as librarians. The college librarian, Miss Mary Davis, taught the course and brought to campus such well-known librarians as George B. Utley, Secretary of the American Library Association, who spoke on "Library Work as a Vocation."

In July the tempo quickened. President Sykes opened his office in New London Hall, and Miss Wright closed headquarters at the Mohican and occupied the adjoining office. As furnishings and equipment were now imminent considerations, Miss Margaret Proctor, director of residence, assumed her duties in July. The furnishings of the dormitories were entrusted to two interior decorators, Miss Hettie Rhoda Meade for Plant and Miss Amy Ferris for Blackstone. According to the style of those days, dormitory rooms were to be bright but reception rooms dignified and formal with heavy, dark furniture. From the following descriptions one suspects some rivalry between the decorators. Plant House, according to *The Day*, had "cretonnes, linens and rugs in violet, blue and gray green on the first and third floor and yellows and greens on the second." The reception room in Blackstone, however, was described as elegant:

> ...a triumph in interior decoration. Linens [were] in a sunset hue with draperies of gray upon which are outlined peacocks in gorgeous colorings.... A big, roomy davenport covered with mottled blue and green velvet; two Jacobean chairs, side chairs with bright backs of green and blue damask; fireside seats; a drop-leaf table covered with a black Chinese scarf, with a peacock-blue pottery lamp and orange flowered parchment shade; a big dark oak chest with a black Chinese desk set ornamented with figures in gold and orange; a low velvet-covered coffee table with a shallow orange flower bowl, combine in creating a most artistic effect.

When College opened in September, many projects were incomplete. Dr. Irene Nye, who arrived on Saturday for the Monday opening, recalls in her *Chapters in the History of Connecticut College* that the motorman on the trolley could not find the College in the dark and that she and a student who had arrived early had to use candle ends in their rooms that night. Campus security consisted picturesquely (but apparently adequately) of a watchman with lantern and dog. Juline Warner '19 describes the scene on Monday morning:

> To an entering freshman, that first memorable morning gave a wonderful sense of adventure and challenge. Everything was new. Even the faculty were strangers to one another. Because there was no grass, wooden planks made paths over the rough, muddy grounds of the Quad. Electricity and hot water were still lacking in the dorms. The floor and paneling of Thames Hall—the refectory for the whole college—were not completed, and the first meals were eaten to the rhythm of the carpenter's hammer. Faculty and students dined together on the terra firma area while Dr. Sykes moved buoyantly among them, pouring cocoa from a silver pot. The smell of paint and fresh plaster was everywhere.

The real feat, however, was that, only fourteen months after ground-breaking, the College was open, with a faculty deeply committed to its mission and students so thrilled to have the privilege of a college education that they laughed at the hardships.

### School's Open! The First Year, 1915–1916

If the average freshman today finds a college program overpowering, how much more formidable was the role of a student at the new college! Besides keeping up her studies, she was to spend countless hours shaping the rules and privileges, organizations, and customs of the College. Yet it was just these demands that gave that first year its special flavor and excitement. Students knew that they were making the College for generations to come, and they wanted to make it as special as its beginnings had been.

As Margery Rowe '19 wrote in the single issue of the first student newspaper, the *College Herald* (December 19, 1915):

> ...may it be the aim of every student of the Class of 1919 to build this college so that it may be a monument of education and do honor to the State of Connecticut and to the generous benefactor—the City of New London, to President Sykes, and the faculty.

In the first *C*, the college handbook (May, 1916), President Sykes expressed much the same sentiment in his inimitable way:

> In this first year of the new College... we were sharing in an historical act, for we were founding a college, one of the most permanent institutions of mankind.... We felt ourselves bound upon a high adventure in education. There was a call for all we had of brain and hand and heart.

Characteristically, these pioneer students thought of themselves not as freshmen but as "seniors for four years." Despite the intimacy of their living conditions, they maintained in their activities a degree of formality which they considered appropriate to an institution of higher education. Organizations were not allowed to grow like Topsy but were chartered with stated purposes, constitutions and bylaws, and had formal programs and reports. Though there were many impromptu gatherings, a surprising number of events were planned by committees, with written invitations, printed programs, and prompt letters of thanks to participants. Social niceties were also observed in the dormitories and the dining hall. Student rooms had maid service; and in Thames both lunch and dinner were three-course meals served on china bearing the college seal, with linen napkins and silver napkin rings.

Studies came first, and student letters and articles reflect the general commitment to careers. The course offering in the first year was planned to meet individual interests and to provide in each area courses at normal and advanced levels. A typical program consisted of five rather formidable courses. The historic English 1–2, for instance, sounds like two-in-one; it included "practice in oral and written expression, in

the various forms of composition, and in the preparation of material for the press as well as introducing the student to the literary forms through extensive readings." President Sykes somehow found time to offer a two-point reading course in "Shakespeare as a Dramatist." Among the languages, Greek and Latin had the widest offering, while French, German, Italian, and Spanish were well represented. The History and Social Sciences division included Modern European History, American History, Introduction to Social Science, and Psychology, the last a general course especially recommended for those intending to teach. Sciences had introductory and second-level courses, and Art and Music already had well-developed programs. Physical Education was required four times a week for four years. Despite the rigor of the program, some students "overpointed"; and many found time to take jobs, waiting on table or typing at fifteen cents an hour.

Convocation was an integral part of the college program. Scheduled for Tuesday mornings at eleven, it sometimes featured faculty speakers but often brought to campus "eminent men and women representing different walks of life." Early lecture topics were varied: "Legends of Brittany" by Professor Dondo, "Greek Legends in the Light of Modern Archaeological Discoveries" by Professor Nye, and "Methods of Deep Sea Exploration" by Professor Osburn. Among guest lecturers were: the Reverend W.M. Zumbro, Principal of the American College at Madras, speaking on "Indian Art" (with lantern slides); Mabel Haywood, Executive Secretary of the International Institute for Girls, on "Education in Spain"; Dr. Clarence D. Ussher on "The Armenian Relief Fund"; Lieutenant Merril, Commanding Officer of the USS *Tonopah*, on "Naval Preparedness"; and others on various aspects of the war in Europe. Such lectures kept students sensitive to national and international developments.

While faculty were developing the curriculum, students assumed responsibility for their organizations. Their first official act in October was to appoint a committee to draft the constitution of Student Government and an interim governing council. The committee, consisting of Winona Young, Virginia Rose, Marion Kofsky, Ruth Trail, Roberta Morgan, and the class officers (President, Marenda Prentis; Vice-president, Norma Regan; Secretary, Esther Batchelder; Treasurer, Sadie Coit; and Historian, Mary Strange), did not take this responsibility lightly. It studied similar organizations elsewhere, struggled with parliamentary phrasing, and showed remarkable foresight in planning for future contingencies. In February the faculty formally charged the students with "entire self-government in matters nonacademic," the constitution was approved, and Student Government was on its way.

With this extensive document were associated two others: a Charter System for founding organizations and a Point System for limiting the offices an individual could hold in order to protect her studies and to spread campus responsibilities. The office of President of Student Government, for instance, carried the maximum, 100 points; Class President 70, Editor of *News* 90, and the presidents of clubs 40 to 60 points. Both systems were to endure for years. Student Government and the College owe much to the caliber and performance of the pioneer officers: President, Winona Young; Vice-President, Virginia Rose; Secretary, Marion Kofsky; Treasurer, Ruth Trail; and Chairman of the Executive Committee, Laura Jacobs.

Campus interests were clearly reflected in the other organizations founded that year. The Athletic Association was closely followed by musical groups (Glee Club and Mandolin Club) and by language clubs (le Cercle Français and Der Deutsche Verein). The Dramatic Club, the Debating and Literary Society, and the Art Guild were also popular; and Volume I, No. 1 of the *Connecticut College News* appeared on February 14, 1916.

The campus was indeed a busy and lively place. The unusually wide offering in music had attracted many talented students, and girls often lingered in Thames after dinner to hear their friends play or sing or to enjoy numbers by the Mandolin Club, the Glee Club, or the instrumental quartet. Each dormitory entertained the other at intervals, and a big event of the first year was the formal dance in Thames which the day students gave for the residents. A six-piece orchestra played waltzes, fox-trots, and one-steps in rotation; but students were careful to end the dance at 11:45 sharp in order not to "violate the Sabbath."

Most students remained on campus during weekends, which were pleasant, relaxed times. Family and "gentleman friends" were welcome visitors at the dormitories, though they were expected to leave by 10 P.M. A student hostess would greet the gentleman at the door and carry his card up to the favored girl. When a male guest had the temerity to appear in the dining room, he was greeted with a tapping of spoons on glasses.

Couples and groups often went to downtown theaters, whose fare was glowingly advertised in the *C* as follows:

NEW LONDON'S PRINCIPAL PLAYHOUSES

LYCEUM THEATRE
The Home of Keith's Supreme Vaudeville
and High Class Attractions

CROWN THEATRE
Rendezvous of the Elite
New London's Palatial Photoplay Palace

ORPHEUM THEATRE
Presenting Superior Photoplay Productions

After enjoying such a treat, students could have dinner at one of the approved eating places in town (the Mohican, O'Leary's Keep Smiling Restaurant, Peterson's, Patterson's, or Rosenthal Tea Room). Such a gala evening on the town could be had for $1.05 if a student walked downtown, sat in the balcony at the theater, and chose the 75¢ dinner (main course, dessert, and coffee), returning by trolley for a nickel.

For evenings downtown or for motoring after dark, chaperones were, of course, required; but students were not slow to discover which of the approved chaperones were young and understanding. Boating and bathing at Ocean Beach, in the cove at Quaker Hill, or on the river were also popular in season, with due regard to rules for safety and decorum. In a speech at the fiftieth reunion of the Class of 1919 Marenda Prentis recalled a typical "bacon bat":

> The bat [was] held on the promontory which juts out into the river a little north of the college refectory and is reached by traversing a narrow bar or rocky ledge. The party baked bacon and potatoes and marshmallows in picnic style.

"Sunday quiet" was observed, and only sacred or classical music was allowed in the dormitories. Students enlivened the day, however, by taking a basket breakfast to Bolleswood or lunch to Mamacoke. Many attended services in town and were sometimes lucky enough to be invited to the homes of church members, and all attended Vespers in Thames Hall at 4:45.

The account of the after-dinner party of the last Sunday before Christmas vacation suggests the intimacy of those times. The program included: a one-act play given by the Dramatic Club, selections by the Mandolin Club, a reading of Dickens' *Christmas Carol* by President Sykes, and singing of favorite carols. The evening closed when President Sykes "presented a barrel of delicious red apples and wished a Merry Christmas to all."

An especially pleasant evening for trustees and faculty came on April 13, 1916, when the New London Chamber of Commerce honored them with a banquet. As the local press reported, "New London extended the warm glad hand of welcome"; and Mayor Ernest

Scene from *As You Like It*, performed in Thames Hall on May 5, 1916 by the Class of 1919

E. Rogers expressed the city's pride in the College and "its purpose to cooperate in all directions." President Sykes responded with equal warmth, "Our good will meets your good will."

Undoubtedly the most ambitious program of that first year was the celebration of the tercentenary of Shakespeare's death. Preparations began at the end of February and occupied every spare hour for the next two months. Faculty and students worked on papers, designed costumes, and researched Elizabethan food and cookery while the cast rehearsed for a performance of *As You Like It*. The celebration extended from May first to sixth and proved an unforgettable intellectual and social experience. Looking back on that Shakespearean interlude, one alumna said, "That was an education in itself." The program is impressive:

SHAKESPEARE
TERCENTENARY EXERCISES

May 1–6, 1916

Monday, May 1
7 A.M. Magdalen College Hymn
Sung on the East Entrance Stairs,
New London Hall
The Glee Club

Tuesday, May 2
11 A.M. "Women of Shakespeare's Time."
Prof. Wood

Wednesday, May 3
9 A.M. "The Age of Shakespeare."
Mr. Crandall
10 A.M. "Shakespeare in Deutschland" (in
German). Prof. Kip

11 A.M. "The Stage of Shakespeare." Prof. Wood
1:30 P.M. Campus. Planting of Ivy, Walnut, and other Trees
2:30 P.M. "Shakespeare's Use of Classical Literature." Prof. Nye
"The Philosophy of the 'Tempest.'" Dr. Barr
4 P.M. "Shakespeare: "Man and Artist." Pres. Sykes

Thursday, May 4
10 A.M. Student Papers
11 A.M. Illustrations of Shakespeare From Pres. Sykes' Collection
8 P.M. Shakespeare Music and Old-time Dances

Friday, May 5
8 P.M. Shakespeare's *As You Like It*

Saturday, May 6
6:45 P.M. A Solemn Supper for Faculty and Students
Music and Dances. Professors in academic gowns; students in Elizabethan dress

The "Solemn Supper" paradoxically provided much fun, as everyone tried to identify Shakespearean characters and other Elizabethan figures. Guests including all classes of society from royalty to peasants were "greeted by the Innkeeper's wife [alias Miss Dickenson, director of residence], with her huge bunch of keys dangling from her waist." The food with its strange names also had to be identified but was found to be delectable by whatever name. The *News* describes and interprets the meal for us:

> The serving of furments, which proved to be soup, was followed by vyandys couched with onions (a jellied meat in mould form). Then pyes of paris (meat pies)... hennes in grave with pommes and gelee (chicken with sweet potato cakes and wine jelly). The banquet (as dessert was then called) consisted of cakes and sugar plums.

After the meal, Professor Osburn (alias "Uncle Abe") read rollicking limericks, Miss Cary paid more dignified tribute to Shakespeare in French, and Thomas Bailey Aldrich's inimitable verses on Shakespeare rounded out the program. The evening closed with an improvised "Ode to Shakespeare":

> Our hearts we lift to thee,
> Great God of Poetry,
> Our homage bring.
> Lord of the powerful rhyme,
> Master of the storied time,
> Thy glory sing.

Soon afterward, on June 2, when Norwich had its Community Shakespeare Pageant on the Norwich Free Academy campus, college students were invited to participate. From the beginning Norwich had taken a friendly interest in the College, sent gifts and students, and participated in all college occasions. Glad to reciprocate, students donned their Elizabethan costumes again for the grand procession and presented dances and a scene from *As You Like It*.

So momentous had the year been that the College decided to hold "Closing Exercises," a kind of pre-Commencement, on June 8, 1916. Accomplishment and promise were the keynotes of the program, interspersed with music by the orchestra, the Glee Club, and the brilliant pianist, Mr. William Bauer. Prizes were awarded by the donors, and honors announced by department heads. The main address, "Botany in a Modern College," was given by the noted botanist, Dr. Arthur E. Graves, who was then teaching at Yale but would join the faculty in the fall. The Exercises concluded with the Glee Club singing "The College by the Sea" (with words by President Sykes and music by Professor Coerne), and the historic year came to a close.

## The Second Year, 1916–1917

With continued high spirits the second year opened on September 25, 1916. The pioneer students and faculty welcomed the newcomers to "their college" with pride in the policies, organizations, and "traditions" they had initiated. Now the student body and the faculty, both doubled, set out to build this firm base. By the end of the academic year the first organizational phase had been completed, and a close and enduring bond had been forged between the classes of 1919 and 1920.

The College had already been obliged to turn away many promising applicants but admitted ninety-nine students to the Class of 1920. Of these, twenty-nine came from out of state (ten from New York, five from New Jersey, four from Massachusetts, three each from Pennsylvania and Illinois, and one each from New Hampshire, Maine, Ohio, and England). Twenty-nine other women registered as special students, taking one or more courses.

Maintaining the high level of faculty appointments, the College added to its faculty not only the distinguished botanist already mentioned, Dr. Arthur H. Graves, but, among others, two professors who were to devote their careers to the College and to become guides and friends to generations of students: Dr. David D. Leib in Mathematics and Carola L. Ernst in French. Miss Ernst, who had had academic honors and teaching experience in her native Belgium, was then writing her *Silhouettes Crépusculaires*, the account of her experiences in conducting a blind soldier from the battlefront to his home. Dr. Leib, fortunately for us, recorded his impressions when he came for his interview during a snowstorm that first winter. So carried away had he been by his discussion of educational philosophy with Dr. Sykes that he had quite forgotten to ask about his duties, rank, and salary:

> [We were] building an idea of education. Education was no longer a matter of knowing the content of books or the answers to a lot of questions. It was a preparation for life by purposeful living and doing.... As I left, I knew I had been with a great idealist intoxicated with a great idea. (*Alumnae Magazine*, December, 1956)

The Board of Trustees was also undergoing changes. It had lost by death incorporator and first treasurer, Alfred H. Chappell; incorporator Oliver Gildersleeve; benefactor Edwin Milner; and Mrs. Nellie Capron Plant, who, as a student of architecture, had given valued advice on buildings and decoration. Two major additions were Frank L. Palmer in 1912, who served until his death in 1917, and Miss Louise Howe of Norwich in 1916, who would devote herself to College interests for more than fifty years. There had been little change in the officers of the Board. F. Valentine Chappell succeeded Mr. Plant as president in 1914, though the latter continued as a member until his death in 1918; and William H. Reeves became the second treasurer in 1912 and gave invaluable service for many years.

The College owed an incalculable debt to the wisdom and dedication of its early trustees, all persons of eminence and many responsibilities. In the years from the first suggestion of the College to the appointment of President Sykes, they had made all the decisions, setting basic educational policies, handling contracts, appointments, and finances, and keeping the public informed of progress. It is of interest to note that as early as May, 1914 they voted rather hesitantly that "It might be desirable to elect one or more Trustees from outside the State." The College, which had been so strongly associated with the state from the start, was already outgrowing that bond. By the fall of 1920 it would have students from eighteen states, and a Board composed exclusively of members from Connecticut would no longer seem appropriate.

The slow but steady expansion of the buildings continued. On a rise overlooking the river and the Submarine Base, the third dormitory, Winthrop, had

been opened. The frame building accommodated thirty-six students with a housefellow, and its gracious living room became the setting for smaller meetings. The overflow of students was provided for in homes near campus, where they lived under College rules. According to the Catalogue (1916–1917), "Desirable accommodations off-campus are available... at prices ranging from $2.50 to $5 a week for room and $5 a week for board." Students living in these houses could, if they preferred, take their meals in Thames for $6 a week.

The urgent need now was for a gymnasium, not only for the physical education classes in the winter season but for the proper training of teachers in that fast-growing field and for various college activities. Thames Hall had done its best but with an increasing student body would soon be bursting at the seams. In the summer before College opened, local students had sold tags on Boat Race Day for the Gym Fund, and numerous other projects followed.

Oddly enough, impetus came from an "outside force," a little girl who sent a letter to the campus paper in March, 1916:

> I live in New London and my mother says when I grow up I can go to Connecticut College. Every Saturday I see college girls go by my house with sneaks over their arms, and I think they look funny. The girl next door says they come down here to play basketball because they haven't any gym of their own, so I am sending you the ten cents my mother gave me for this week. I hope every other girl who has ten cents will send it to you so that when I go to Connecticut College it can have its own gym.
>
> Yours truly,
> Catherine Cerrett

In the next issue Helen Gough '19, chairman of the Gym Fund, gravely thanked Catherine and assured her that she had not "given her precious saving in vain," as her letter had prompted a flood of dimes. Teams formed for the "Catherine Cerrett Fund" soon collected more than $500. The sponsors of the Norwich Shakespeare Pageant gave half of the proceeds, and the Hartford College Club showed its continued support by contributing to the fund.

Meanwhile the need for a library building was urgent, and appeals for war relief were multiplying so that the announcement in August of a gift of $15,000 for the gym was most welcome. Dotha Hillyer (Mrs. Appleton R.), daughter of Horace Bushnell of Hartford, was the donor; and the contract was awarded in January, 1917 for the building to be completed by fall. Plans included facilities for indoor sports with a "mezzanine" for spectators, offices for the Physical Education Department and the college physician, and a stage which could be adapted for chapel, lectures, plays, and commencements. Hillyer was, in fact, to be an "all-purpose" building; and so it remained for twenty-two long years until the College achieved its auditorium.

Despite the lack of facilities sports had prospered. Tennis courts and a hockey field were available from the beginning; and, as one student wrote, "The wide pastures, bordered by stone walls, were natural areas

Track Meet Classes of 1919 and 1920 Compete

The First Basketball Team

for soccer, baseball, lacrosse, cricket, archery, cross-country, and track." In the first two winters, however, there were only makeshift arrangements in New London Hall, where some students took corrective gymnastics while all the others were obliged to interest themselves in Modern Dance. Basketball teams practiced and played interclass games downtown in the Williams Memorial Institute gym or in the Baptist Church auditorium. Each class had Blue and White teams for each sport, and the climax of the season was the spirited student-faculty game. Miss Nye was a formidable cheerleader for the faculty teams, which were generally invincible.

The big excitement of the fall of 1916 was the invitation to participate in the celebration of the two hundredth anniversary of Yale's move from Saybrook to New Haven. Eighteen lucky girls were chosen to take part in the pageant at the Yale Bowl on October 21, and according to the *News* (October 27, 1916) they had a remarkable part to play:

> The college girls wore Grecian draperies of yellow and mahogany, part of the group symbolizing Arts and Sciences, who, in barges of gold plowing their way through the green and blue waves (in reality 2000 school children with swaying bodies in sea-colored scarves) came bringing their contributions to the infant Yale.

Connecticut Girls Participate in Yale Pageant

Informal activities multiplied. Students enjoyed roller-skating parties at Rudd's and straw-rides in the moonlight, and faculty went on long tramps and picnics on Saturday afternoons. Typical was the involuntary "reception" given by President and Mrs. Sykes on national election night, when, as the *News* reported, "Shortly after midnight more than 100 students gathered around a huge bonfire near the flagpole with rousing songs and then marched with torches to the home of the president, who rose to the occasion [probably literally] and served light refreshments."

Campus organizations flourished and multiplied. Student Government officers took their places at the Eleventh Annual Conference of the Women's Intercollegiate Association for Student Governments at Mount Holyoke in November; and in the spring delegates went to Vassar, where the Association of News Magazines of Women's Colleges was being formed. Debate Club had no lack of timely issues, such as prohibition, pacificism, and the changing role of women. In March, 1917 a debate on the last topic took up three resolutions: I. That women should have equal access to all occupations open to men; II. That women should receive equal wages with men in the same positions; and III. That women should receive remuneration for their peculiar work of motherhood. Regrettably, the decision is not recorded.

Convocation continued its weekly contribution to the rounded education of students, with some lectures on cultural or educational subjects and others reflecting a world of war and international tensions. Thomas Brabazon, noted Hartford artist, spoke on "Decorative Units of Indian Art," Professor Nye on "Ancient Counterparts of Modern Jokes," Dean Wilbur L. Cross of the Yale Graduate School on "Novels of the Eighteenth Century," and the Reverend W.S. Swisher of New London on "Chopin and the Polonaise." Dr. Sykes lectured on "The Architecture of Oxford" and, as pinch hitter, on "George Eliot's Life and Works." Current world issues were discussed by Polly Sabine, Field Secretary of the Franco-Serbian Hospital; the English pacifist, Leyton Richards, on "Conscription," and Professor Ellsworth Huntington of Yale on "The Situation in Turkey," while Bishop Acheson startled some by taking as his subject at Vespers, "A Guide to Patriotism." The final Convocation was a memorable one. President Sykes repeated the talk on "The Social Basis of the New Education for Women" which he had given to the Alumnae Association at Teachers College in February. Subsequently printed, it was a brilliant analysis of the changes brought about by industrialization and urbanization and the resulting need for dynamic women.

An innovation of the second year was the Citizens' Course of Free Lectures given in the Vocational High School Auditorium on first and third Thursdays, preceded by selections by the school's orchestra or the Harbor School Boys' Band. This popular series, combining college and community speakers, covered a variety of subjects: "The American Red Cross" by Mabel Boardman, a Washington official; "Rudyard Kipling" by President Sykes; "Wagner's Parsifal" by Professor Coerne; "The European War" by the Reverend J.R. Danforth; "Submarines" by Mr. C.H. Bedell of the New London Ship and Engine Company; "The Habits of Fishes" by Professor Osburn; "Folk Songs" with illustrations by Mary C. Browne, local singer; and "Municipal Government" by Mayor Ernest E. Rogers. Another project welcomed by the community was the series on "Trees and Shrubs" given by Professor Graves, with field trips demonstrating the great variety of trees in the area.

Despite inadequate facilities the College also maintained a lively musical program. The Concert Series included seven events with two well-known visiting artists, Irma Seydel, violinist and Nevada Van der Veer, mezzo-soprano. Professor William Bauer, pianist, who had headed the Bauer-Seibles Conservatory in Montgomery, Alabama, gave frequent recitals, as

did Professor Frederick Weld, who had been soloist with the New York and Boston Symphony Orchestras.

By spring, however, two issues were clouding the campus. The first was the menace of war. In November the arrival at the State Pier of the German merchant submarine, the *Deutschland*, caused controversy locally and nationally. In February the United States broke diplomatic relations with Germany, and in an atmosphere of such uncertainty students found it increasingly hard to study.

> We as a nation are standing on the brink of—war or a lasting peace? It is surely a question to reach every heart and mind, and whether we shall be college girls three months from now or Red Cross nurses these coming days will decide. (*News*, February 9, 1917)

On April 6 war was declared. Losses at sea were increasing, and brothers and friends were leaving to do their part. Students took First-Aid courses, knitted, and made surgical bandages. Sixty volunteered for "the land army," and many served as farmerettes in the summer. They also assumed the role of the later USO, entertaining the Navy and Coast Guard personnel at Fort Trumbull; these were pleasant occasions, though students realized that they would probably never see their escorts again. Impromptu dances were held in Thames, usually to victrola records, and in return girls were in demand for dances in town.

The various relief funds called for real sacrifice. The New England colleges had set a goal for the Student Friendship Fund of $100,000 for help to European students and professors, for prisoners of war, and for the establishment of some two hundred service universities across Europe and even in Siberia. For this fund faculty and students, with almost a 100% participation, raised the sum of $4,689. A special project at Connecticut was the drive for $600 to support a bed in the Edith Wharton Hospital in France. After the arrival of Miss Ernst from the war zone, the campus took a personal interest in Belgian Relief. Activities to further these causes showed vigor and ingenuity. In February a Thé Dansant with music by the orchestra, the Mandolin Club, and piano brought in one dollar per couple. In March a Masque Ball, planned for the Oswegatchie Casino but moved to Plant House because of a storm, netted $150. In April New London Hall was transformed into "Vanity Fair" with side shows, fortune tellers, and booths; and another $81 rolled in.

A very dark cloud over campus, however, was the growing friction between some members of the Board and President Sykes. No one questioned his academic attainments or his devotion to the College; but some trustees considered him ineffective in dealing with the increasingly complex business affairs of the College. Whatever the fact, the College could not function with such unhappy relationships; and President Sykes resigned in June, 1917. Students did not learn of the crisis until matters were decided, but both they and President Sykes resolved that the College should not suffer.

The Closing Exercises for the second year were extended and elaborate, as the program indicates:

SECOND CLOSING EXERCISES

Connecticut College, May-June, 1917

| | | |
|---|---|---|
| Thursday, | May 24 | Students' Recital |
| Saturday, | May 26 | French Play, *Le Monde où l'on s'ennui* |
| Tuesday, | May 29 | President and Mrs. Sykes' Reception to Parents and Students |
| Wednesday, | May 30 | Field Day |
| Friday, | June 1 | German Play, *Versalzen* |
| Saturday, | June 2 | Dramatic Club Plays, *Riders to the Sea* and *Nocturne* |
| Sunday, | June 3 | Commencement Service, St. James Church |

| | | |
|---|---|---|
| Monday, | June 4 | Faculty Reception to President and Mrs. Sykes and Students |
| Thursday, | June 7 | Athletic Association Banquet |
| Friday, | June 8 | Commencement Exercises |

At the Exercises two speeches expressed the mood of the College. Winona Young, president of Student Government, in her talk on "The Spirit of the College," paid tribute to President Sykes as "a great scholar, a master teacher, and a noble leader" who would carry with him the satisfaction of knowing that he had led "a great adventure in the field of liberal education for women." Mrs. Sykes was described with affection as "not only a charming hostess but a thorough scholar, able teacher, and true friend." Fifty years later at the reunion of 1919, Marenda Prentis recalled one of the occasions when Mrs. Sykes demonstrated her abilities.

> The academic incident that stands out in my memory centers around Dr. Barr's departure for surgery. Mrs. Sykes, though busy with three small sons, just walked over to New London Hall and took over those classes in English, Psychology, and Philosophy. To me this was a miracle. As I saw Mrs. Sykes through the years, I never ceased to wonder at the breadth of her knowledge; she was truly an educated woman.

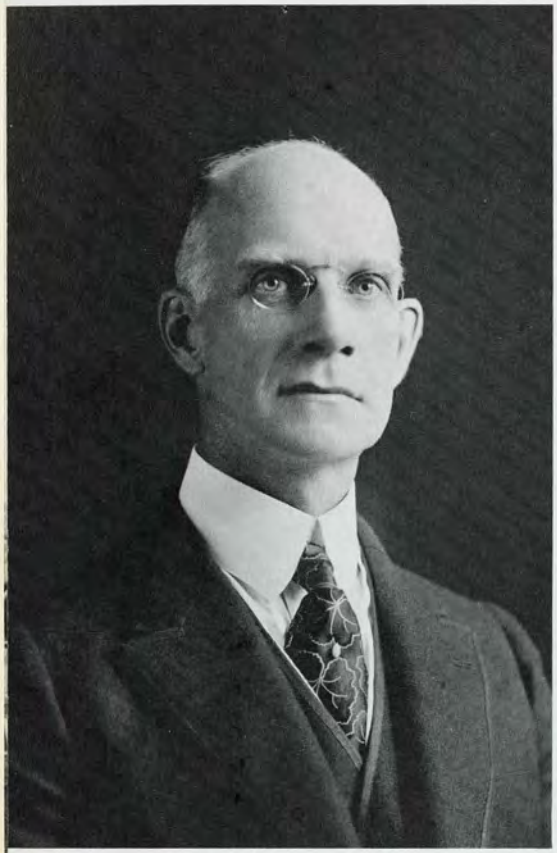
President Sykes chose for his last official speech his favorite subject, "The Choice of Vocation." The college years, he said, should be "years of revelation" as each student finds her particular talents and builds her special program. This pursuit should be the deepest concern of the student; and he concluded with a quotation from Goethe's *Wilhelm Meister:*

> Each man has his own fortune in his hands, as the artist has a piece of crude matter, which he is to fashion to a certain shape. But the art of living rightly is like all arts: the capacity alone is born in us; it must be learned and practiced with incessant care.

The Commentator in *The Day* paid President Sykes a compliment which must have pleased him. The people of the city had a high regard for the president, he said, because he "made them understand that the things he stood for were the democratization of culture and the education for service." On a personal level students were touched by his parting gift of two two-oared shells, which he christened *Loyalty 19* and *Loyalty 20*. As the two little boats raced on the river, the students cheered them on and wound up with a bonfire in the riverside fields with hot dogs, songs, and grateful memories of President Sykes.

# 2. President Benjamin T. Marshall, 1917–1928

President Benjamin T. Marshall



The Presidential Family: Mrs. Marshall with Elizabeth and Mary, Andrew standing and "B.T., Jr." with Tweed

Tweed Performs

## To the First Commencement, 1917–1919

*The New President, the Death of Dr. Sykes, and the Growth of the College*

The second president, the Reverend Benjamin T. Marshall, was on hand in the fall of 1917 and at once won the confidence of faculty, students, and townspeople so that the young college proceeded smoothly on its course. A native of Boston, he was a graduate of Dartmouth, where he had won not only a Phi Beta Kappa key but letters in football, baseball, and track. With a B.D. from Union Theological Seminary, an M.A. from Dartmouth, and further study at Columbia, he had begun his career with Presbyterian pastorates at Scarborough and New Rochelle. He came to Connecticut after five years at Dartmouth as College Chaplain and Phillips Professor of Biblical History and Literature. He later received an honorary D.D. from Dartmouth.

The new president was in his prime, forty-five years old and well over six feet tall with a magnificent physique resulting from his lifelong love of sports. His deep rich voice carried conviction, concern, and authority. On first meeting he impressed people as "tall, spare, serious-purposed but kindly"; and "those who heard him... and took his hand... felt that he was one to do all that he said and more." (*Hartford Courant*, November 23, 1917).

President Marshall and his family made their home in town on Granite Street while they awaited the promised president's house on campus. Mrs. Marshall brought equal zest and grace to her role in the social and intellectual life of the College, and she and their two sons and two daughters soon felt at home on campus and in town.

Impressed with the ambitious spirit of faculty and students, President Marshall approached his new office with humility. He recognized how much had been accomplished in the brief existence of the College and what rare dedication had guided its development. With characteristic sensitivity he reassured those who feared a change of direction for the College:

> I have no radical changes in mind. I have no plans for revision or reversion. The changes, whatever they may be, must come as an evolution. I shall not advertise the College. I believe in letting our graduates do the advertising. The alumnae of the College should be so fitted and trained that, when they go out into the world, no matter where, there the College is also.
>
> My work with the College I hope will be in the nature of cooperation... I am not trying to lead off; I want to work in sympathy and appreciation. I believe in everything to get the most out of the students, and I want to obtain the ideas of others to assist me in my work. I feel that such cooperation underlies all that goes toward success.

Simple but impressive ceremonies, suitable to wartime, marked President Marshall's induction on November 23, 1917. On that drizzly day *The Day* reporter regretted that "Visitors from distant points could not take home with them the memory of one of the most beautiful spots in New England." Despite the weather, the long line of distinguished representatives of other colleges, the faculty in their gowns, and the students in white skirts and varicolored sweaters marched across campus to the new gymnasium, where F. Valentine Chappell, President of the Board, presided. In his inaugural speech President Marshall predicted "the tremendous demands world-wide reconstruction will make upon the technical training, the professional equipment, the social-mindedness, and passion for human welfare of the educated women of America."

The luncheon program was relaxed. After receiving the good wishes of several speakers, President Marshall paid tribute to his predecessor, who, he said, had "largely determined the character of the College."

He envisioned his own position as that of inheritor, quoting the text: "Other men have laboured, and ye are entered into their labours." He spoke earnestly of his task:

> I wouldn't be in any other place this minute than in this honorable position. We have set out to do new things here. Women's sphere is now developing larger opportunities.... We are not grateful for war to bring out these opportunities, but as a by-product some good will have resulted if it hastens that fuller cooperation of women and promotes those things which, in life, are worth while.

Earlier in the fall the College had been stunned by news of the sudden death of Dr. Sykes. Living in Cambridge with his family, he had embarked on an ambitious program of writing and was currently editing two plays of Shakespeare. On October 13 at the age of fifty-four he suffered a fatal heart attack. Three representatives of the faculty and Winona Young '19 went to his funeral in Toronto, while at the same hour on campus faculty and students attended a deeply moving memorial service. The Reverend Joseph H. Selden of Norwich, a friend of Dr. Sykes and father of Professor Henry B. Selden, closed the ceremony with the charge:

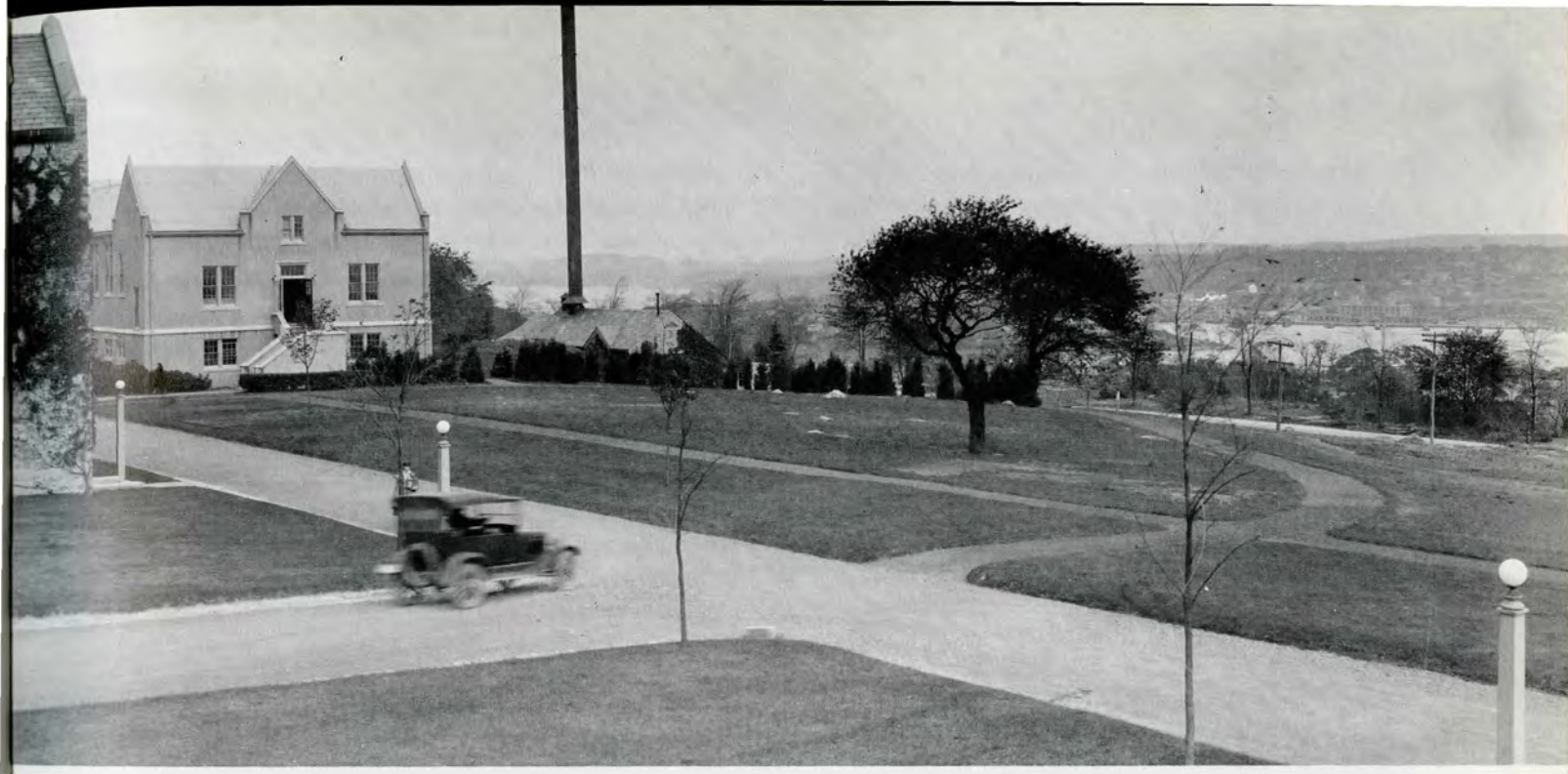
> The only fitting memorial to your first president and beloved friend is the perpetuation of his ideals in the College, and this lies alone in the hands of the student body of Connecticut College.

A member of 1919 wrote in her diary: "It was a very sad beginning of our junior year, but his memory bound us more closely together and inspired us to do our work for college and country even more earnestly." Most of the young students were experiencing for the first time the untimely death of a friend; and some of Dr. Sykes' sayings were often repeated as consolation and challenge: "Everything changes but nothing is lost.... Remember that the only good that counts is good in action. Whatever you do, do it beautifully." Dr. Nancy Barr, a writer and member of the English department, paid her eloquent tribute:

> Dr. Sykes, with his questing, eager, adventurous mind, his boundless enthusiasm, and the warm feeling of active participation which he spread to all who were engaged with him... in a joint enterprise, was the moving spirit of those first days.

In its third and fourth years the College grew in size and quality. It attracted superior students in increasing numbers and from a constantly widening radius, though admissions were limited by housing possibilities. North Cottage was opened in 1918; and the second floor of Thames was converted into a dormitory, while Mosier House and the Tea House offered rooms off campus. Still many young women had to be disappointed, and the College had to lose capable applicants who would have expanded its service and influence.

Significant changes occurred in the faculty. In the fall of 1917 Irene Nye, whose rare endowment of wisdom, sensitivity, and humor was appreciated by faculty and students, was made Dean of the Faculty. The year 1917 also brought several professors who would play leading roles in the College's development: Mary Elisabeth Holmes in Chemistry (1917–1927), Caroline Adair Black in Botany (1917–1930), Pauline Dederer in Zoology (1917–1940), and Frank E. Morris, originally chairman of Philosophy, Psychology, and Education but later, as the departments expanded, chairman of Philosophy (1917–1954). Dr. Dederer came to the College after teaching at Barnard for several years and was the first to be honored as Lucretia L. Allyn Professor. Dr. Morris, as a young instructor, was called to duty in the Psychological Corps of the Army and was seen off at the local station by a crowd of student admirers. On his return he became an outstanding professor and, on Miss Dederer's retirement, the second Allyn Professor.



Hillyer Gymnasium and the View Northeast

Among new buildings, the gymnasium succeeded Thames in its busy central role. Early in the morning the hard-working custodian set up chairs for Chapel and then cleared them away for Physical Education classes. After classes students showered and stored their middies and voluminous bloomers in the lockers downstairs, and everyone poured into the post office for the morning mail. Often in late afternoon extra chairs had to be set up for Convocation to accommodate townspeople who valued the opportunity to hear well-known speakers. When Alfred Noyes came to read his poems, students were "hanging from the rafters." In the evenings the gym was the scene of basketball games or weekend dances, plays, or concerts. It was said that the gym was never idle, and neither was its custodian.

*War Services*

These years were, however, lived in the atmosphere of war with its problems and tragedies. For some time the students had seen their brothers and men friends leave, and activity at the forts and Naval Base brought the war even closer. One student wrote home: "We are practically located in an army cantonment here, and as a result entirely too many men seem to be attending the College." A feature article in the *Hartford Courant* painted a grim picture, no doubt artistically exaggerated:

> Few colleges are situated in a whirl of war conditions as Connecticut College is. From the campus, Long Island Sound with its fleets of ships, the forts on Fishers Island, the shipyards along the coast, and the Submarine Base stand out on the landscape. Camouflaged battleships, yachts, and submarines are constantly evident on the Thames,...and the blasts of the Island guns in long and short distance practice are common sounds.
>
> The changes for the College in the past year are hardly believable...but classes have been regular,

attendance has been diligent, and a deeper sense of duty, of service, and of seriousness has developed along with the external changes.

Students gave their time, energy, and money to help the war effort. Their drive for the Student Friendship Fund, which helped students and universities abroad, "went over the top." Between classes students made bandages or knitted sweaters in Plant basement, and some took Red Cross courses downtown in telegraphy or ambulance-driving. As one girl put it, "It was 'Chacune à son goût—each of us found her particular niche to help in some way."

Moved by Miss Ernst's account of conditions in Belgium, students adopted as a special project helping working girls in the occupied territory around her former home in the Charleroi-Brussels area. College Clubs in New London and elsewhere in the state joined in this effort with the College acting as coordinator. A Tea Dance on campus netted $250, an original musical comedy (*Halt, Cecelia!*), $300; and a Bazaar on the roof garden of the Mohican, another $600. Later Miss Ernst was invited to New York to meet the Queen of Belgium, who awarded her the order of Queen Elizabeth and thanked the College through her for its help. Students bought War Sav-

Students March in Liberty Bond Parade

ings Certificates, marched in Liberty Bond parades, and in most of the college buildings took over janitorial duties to release men for essential jobs. In May the government sent a questionnaire on students' summer plans, and 160 girls were able to report specific jobs, most of them war-related.

The Farmerette movement attracted many students, who worked in the summer of 1918 on Long Island under the supervision of instructors of the Physical Education Department as well as in New London under local direction. At Bridgehampton on Long Island alone, "our farm unit" put in more than 4,500 hours of work; and the total contribution of the Farmerettes was a substantial one. As one student said: "The next best thing to fighting is producing the food that is to save so many lives in the war-stricken countries of our allies."

On their return in the fall, the Farmerettes were feted at dinner by their friends, who had taken industrial or other urban jobs. The Farmerettes themselves laughed at the incongruity between academic theory and agricultural reality, as the mock report of Rachel Smith '21 shows:

> What the Farmerettes Learned at Oceanside, L.I.
> Of Art: Appreciation of the beautiful Oriental colorings of grubs.

The Farmerettes

Of Zoology: Nothing will drive away gnats but wind.

Of Philosophy: Hunger is the chief of the overworked 'eternal varieties of life.' Proof: hunger which craves Irish stew and looks upon corned beef and cabbage as manna is about the most vital force imaginable.

Of History: This war is fearful, but the passing of an airplane is an invaluable interruption at a back-breaking moment.

Of Farming: It's work, but you're missing a lot if you don't try it.

The announcement of the Armistice on November 11 filled the campus with joy. Though President Marshall was out of town, students and faculty planned with local officials to share in New London's celebration. When the entire college marched to town that evening for the big parade, they were delighted to find that the president had returned just in time to lead the college contingent. The faculty came in caps and gowns, and the students in bulky layers of sweaters and skirts, throwing colored paper streamers and playing an impromptu assortment of musical instruments. "Helen Coops played the little drum, and Bobby Newton banged the big one, while the less talented of us brought our kazoos," one girl wrote to her family.

It was a never-to-be-forgotten occasion, as the article in the *College News* of November 25 records:

> Under silk folds of the American flag, in the clear starlight of November 11, Connecticut College shared New London's peace celebration. Headed by the faculty, a long procession of students marched to the city to take part in the parade. An old man stood on his porch and rang a tea bell as 'the college' passed. A woman opened her door and waved. An Italian in paper cap clapped two kettle lids. An Army officer raised a wooden hand to salute our flag as it passed. And all along the way there was cheering and clapping.
>
> In the midst of hundreds of sailors, Red Cross workers, and Yeomanettes, the college girls found it their privilege to march. The intensive training received that afternoon on the soccer field... was not wasted. With its head marshals in cap and gown and eight student marshals, the college formed an impressive and not unimportant part of the procession.
>
> Returning to the campus in a body, faculty and students concluded their celebration around a huge bonfire near the flagpole. During the cremation of a Hohenzollern effigy, the audience was entertained by the classes. '19 presented a tableau, 'Liberty,' featuring that lady with two protectors, a soldier and a sailor. The Juniors encircled the bonfire bearing a 'wash-on-the-line' and singing, 'I'll hang my clothes on the Hindenburg Line.' A wild snake dance, ending with the sacrifice of a huge bag of Kultur, was the contribution of '21... When the party adjourned, Hohenzollern lay smoldering in ashes, while the sparkling stars and a silver moon breathed, 'Peace.'

Students were quick to sympathize with service men who could not be demobilized at once and fell into doldrums. The year 1918–1919 was, therefore, devoted to efforts to sustain the men's morale as well as to help with reconstruction projects abroad. College routine continued; but the peace settlement, the League of Nations, and President Wilson's central role in the negotiations were never absent from everyone's thoughts.

### *Service League*

An important outgrowth of the campus war effort was the founding of Service League in May, 1917. From the first days of the College, YWCA speakers had urged the founding of a campus association, but students opposed any organization with sectarian limitations. They recognized, however, that many of the objectives of the YWCA coincided with campus philosophy; and, as war-related projects multiplied, they

saw the need for coordination. Service League was Connecticut College's answer, a unique organization which took its place as second only to Student Government. Membership was voluntary, and each member was required to sign a matriculation card stating her commitment "to the advancement of college interests, to the welfare of the community, and to national and international affairs which are destined to benefit humanity." Students flocked to join, Jessie Wells '19 was elected president, and committees were appointed to work with local and national agencies. The Associated Charities of New London offered its rooms for meetings with working girls and entertainments for men in uniform. Other projects in town were varied and ambitious: Mothers' Clubs, Family Visiting, Mental Clinic Follow-Up, Hours for Children, Information Bureau for Foreigners as well as reading to the elderly and visiting the hospitals and the almshouse.

Alumnae reminiscing on those early days often refer dryly to what they call "the Quarantine Tradition," one which fortunately was not continued. Juline Warner's account of the confusion caused by the many quarantines reflects the good humor of the girls under handicaps:

> [We of the first class] underwent six campus quarantines: one for scarlet fever [freshman year], two for possible diphtheria [senior year]; and three during the national flu epidemic [junior year] – all without benefit of an infirmary. By devoted care of physicians and nurses, by limiting day students to a special fumigated trolley car, and by moving those with a positive diphtheria culture to Winthrop House and the evicted Winthrop girls to the gym, serious epidemics were averted. An array of potted palms, sent to the College by a New London resident who couldn't obtain coal for his conservatory, arrived at the gym just in time to furnish the refugees with a convenient substitute for clothes racks and bedside tables; these were soon decorated with toothbrushes and other personal belongings.
>
> The great casualty of the last diphtheria quarantine was the Sophomore-Senior dance the night before it was to take place. As this occurred too late to warn escorts coming from a distance, some young men were turned back at the very gate of heaven (the trolley shed) by a maiden with a negative culture. (*Alumnae News*, August, 1969)

During the flu quarantine, the college physician prescribed: "gargling with salt water before meals and at bedtime, spending nine hours in bed with all windows open, and exercising at least two hours daily in the open air." A footnote indicated that salt could be obtained from the House President, a novel addition to her duties. As visitors and trips off campus were forbidden, students planned picnics, hikes, and outdoor games. Vespers were held in the Hemlock Grove; and Dorothy Pryde '21 recalls in her diary an interesting musicological observation: "Dr. Coerne had us pitch our hymns by the cow bell we heard in the distance. He said that was *a*."

Because of the flu epidemic of 1917, the College canceled all seasonal festivities and closed a week early for Christmas vacation. Students returned on December 31, however, to make up lost classes. The sacrifice of leaving home during the holidays was compensated for by the thoughtfulness of President Marshall and the faculty, who staged a surprise Twelfth Night Party, described appreciatively by a student reporter:

> C.C. felt itself re-enchanted by the Shakespearean anniversary of 1916 when, in the evergreen-decked and candle-lighted dining room, the students assembled for dinner on January sixth. The mystery of the festive decoration and of the unoccupied tables in the center of the room was at last solved when the door of the faculty room opened and a long stately procession issued forth.
>
> Faculty in academic costume, a page bearing a candle-lighted boar's head, followed by quaint lords


Students—and Styles

Bathing Beauties

Camouflaging the Boathouse

Cleaning Up after a Quarantine

and ladies with familiar faces, a minstrel, a fool, and lastly the king and queen with attendant pages came slowly down the room and took their places at the tables.

Enthusiastic applause from the students was hushed by a wave from the royal sceptre, as the king proclaimed the meaning of the feast.... This was the feast of Twelfth Night, when all the evergreen decorations should be laid on the fire. Then, bidding his guests be merry, he turned to the banquet. While the lords and ladies feasted, the pages piled high the fire with crackling evergreens, the minstrel wandered through the hall, singing in an exquisite soprano, and the jester with capers, jokes, and a grotesque dance, aided the digestion of the banqueters by frequent laughter.

Student singing filled the hall until King Marshall, standing in the far doorway, waved his sceptre and bade us all good-night. The evening was crowned by the Queen's reading of her poem for the occasion:

Twelfth Night!
Star light
  On the snow—
Crescent moon,
Setting soon,
  Hangs low.

Fair and still,
Our hill
Gleams clear.

Lights quiver
On our river
Running near.

Christmas green
Still seen
  In the fire.
Christian peace
Never cease;
  Our desire.

As we see our bounty here,
We pray the world may know good cheer,
  In court and hut;
Outside, snow and ice,
Inside, our almost Paradise—
  Connecticut!

*Developing the Curriculum and Traditions*

Despite the distractions of war and epidemics, these were the formative years when the academic program was rounded out and the College put its educational philosophy into concrete form. Two-thirds of the student's program were prescribed under the headings of General Group and Major Group, but a third was open to electives. In English, the most popular major, a typical four-year program would comprise fourteen year courses specified under the first two headings and six electives, commonly including a Minor in a foreign language, music or art, history or other humanity, or education.

Vocational preparation was still an important consideration in planning each program, as indicated in the *Catalogue* for 1918–1919:

> A student may experience difficulty in choosing a major, if, for example, her chief interest is in secretarial work, business, library work, or general social service, as the College offers no major under these titles. A desire to prepare for such work, however, will result in a program worked out in consultation with the dean.... For instance, the opportunities for women in Business are coming to be many and varied,...banking, brokerage, publishing, publicity, insurance, real estate, credit, accounting, auditing, cost accounting, and teaching business economy.

Existing subjects were expanded; and a variety of new courses appeared: Biblical History and Literature, Dramatics, Acoustics, Horticulture and Landscape Gardening, Philology, Sociology, and Astronomy. Languages continued prominent with ten courses each in Greek and French, seven in German, and six in Latin. The generous offering in Fine Arts included two courses each in Design, Freehand Drawing, Mechanical Drawing, Ceramics, and Photography in addition to Art Appreciation, Interior Decoration,

and Painting. Music was also a leading department with two courses each in Choral Singing and Ensemble Playing and Singing and other courses in Instrumentation and Composition, Public School Music, Acoustics, and Modern Orchestration.

Lectures, concerts, and plays continued to offer a rich auxiliary education. Convocation focused on current issues, such as "The Russia of Today," "The League to Enforce Peace," "Women's Vocational Opportunities," and "The Struggle for Democracy." From 1916 on, the College offered a Concert Series which included visiting artists, student recitals, and the annual Glee Club concert. The Boston Symphony sent its Symphony Sextette in November, 1917 as the opening event in the inauguration of President Marshall and its Gerhardi Trio the following year. A World-Wide Concert series in the Vocational High School auditorium downtown also brought artists of high caliber, and college students attended in large numbers.

In keeping with the stress on creative subjects, drama flourished; and there was rarely a time in the school year when a play of some kind was not in rehearsal, involving many students in costuming and sets as well as in the cast. In 1917–1918, for instance, the big fall production was *The Trojan Women* of Euripides, given in the gym, which in comparison with Thames Hall was euphorically proclaimed "an excellent theatre." As with other projects, faculty and students worked together, Professor Selden designing set and costumes and Professor Coerne composing music. In December in a Celtic mood, the Drama Club gave Barrie's *Twelve-Pound Look* and Lady Gregory's *Rising of the Moon*. In the spring a precocious beginning Latin class was justly proud of writing in Latin and presenting a play, *Ludus*, as a triumphal end to the year's studies. French plays were given annually, with Molière's *Le Bourgeois Gentilhomme* as the ambitious attempt of the year. The most unusual production was probably the original musical comedy, *Halt, Cecelia!* The script, written by Miriam Pomeroy '19 with lyrics by Rachel Smith '21 and music by Roberta Newton '21 dealt with the romantic entanglements of Navy men. A great hit on campus, it was repeated in Norwich and began the tradition of annual musical comedies. The year's productions wound up with a fine performance of *The Importance of Being Earnest*. In all these productions as a matter of course girls despatched the men's parts with aplomb.

The consciousness of establishing traditions continued, and not the least of these was the Mascot Hunt. In May, 1918 the Class of 1919 held its junior banquet in the Dutch Room of the Mohican with its honorary members (President Marshall, Dean Nye, Mrs. Sykes, and Miss Howe) as guests of honor. The big moment of the evening was the presentation of the mascot, a submarine with the motto, "We dive so deep we're seldom seen/Upon the sea of knowledge." It was christened by immersion in water from the Thames by Captain Virginia Rose, who then transferred the captain's cap to Marenda Prentis, the incoming president. During the night the submarine disappeared; but, as Dean Nye recalls in her *Chapters in the History of Connecticut College*, "The canny junior president quietly procured an identical submarine at the 10-cent store...and gaily led the procession of her class to Thames Hall at six p.m. bearing in triumph the mascot to be presented to the rest of the college. Imagine the feelings of the previously gloating sophomores!...That is the true story of the origin of the mascot hunts at Connecticut College."

In early years mascots were inexpensive objects with some symbolic significance, presented with amusing verse. Implicit in the idea of the mascot was an intriguing secrecy, and implicit in the secrecy was the challenge to the sophomores to discover the identity of the mascot. That role was described by one student as "good pre-professional training for future detectives." Because of the ties between the first two classes, the Class of 1920 invited 1919 to their junior

banquet, when Pep, Jr. was introduced as their mascot. Originally a very lively dog, he made a poor adjustment to dormitory life and was soon supplanted by a stuffed Pep, a winsome terrier who looked as if he were trying hard but couldn't quite hear his master's voice.

Another tradition was the Moonlight or Stonewall Sing. On November 18, 1919 the Seniors suddenly felt an overpowering urge to sing to the full moon and invited underclassmen to share in their orgy. After dinner that night seniors tapped on their glasses for attention and sang lustily:

Vassar, Smith, and Holyoke upon their steps do sing
At every institution they do the same old thing.
But C.C.'s always different; the latest thing of all
Is Seniors marching out to sing upon a gray stone wall.

O C-O-M-E, come, when the moon begins to shine
You'll F-I-N-D, find the Seniors all in line;
To start this new tradition all classes gather near
To sing upon the stonewall each month from year to year.

Sings continued monthly until the final one of the year, officially called, "Giving over the stonewall." As the Seniors chanted, "I am going, I am going" and marched down from the wall, the Juniors took possession. This tradition, with some updating, continued for years until stonewalls and sentiment went out. In October, 1920 the *News* informs us, after twice postponing the sing because of fog, the class appointed a Moonbearer to carry an impromptu moon in the shape of a large glowing Japanese lantern.

Another end-of-the-year event was the A.A. Banquet, when all the awards were made. The Class of 1919, never having lost a game, won a special four-year Hockey Title; and Captain Louise Ansley was presented six huge yellow chrysanthemums. We should, however, give equal time to the silent minority who were less enthusiastic athletes. One scrapbook [name withheld] records with chagrin:

March 18. Had an Indian Club exam. today. I knew it perfectly but got rattled in the middle of it and had to stop.
March 19. Exam. in dumb bells and dance today and I did better.

From such academic tensions students found relaxation in walks downtown, shopping at the Bee Hive or Hislop's and always at the Five and Ten, visiting Solomon's stationery store or Fisher Florist, and winding up with a movie or a hot chocolate at Pete's or Starr's. Or they took a walk through Bolleswood or a boatride up river for a picnic on Mamacoke.

In the peculiar situation of a pioneer class, the members of 1919 kept Memory Books with the college seal in gold on the cover and the sentiment inscribed on every page: "Where oft I may turn to be reminded of the days that used to be." Such memory books, bulky with programs, clippings, and treasured correspondence, usurped the role of the classbook. A small classbook was, however, prepared by 1919 under the title *Koine* (the speech of the people).

These two years, 1917–1919, had been marked by certain milestones, beginning with the inauguration of President Marshall in the fall of 1917. At the end of the third year Professor Nye compared the mood of the campus to that of a runner on third base, anxious to get home. September 28, 1918 was therefore a red-letter day when four classes came together for the first time and the Seniors, duly capped and gowned, started their march down the final mile to graduation.

### *The First Commencement, June 18, 1919*

That historic occasion, the first Commencement, can be revived through the account of the Senior Class President, Marenda Prentis:

When the year 1919 came, we realized what an honor it was to be the first graduates. We did not settle for a day-and-a-half for the momentous event, but we 'made it last a long time.'

On Saturday afternoon the DAR chapter gave us a reception at the beautiful Lucretia Shaw House, the home of the New London Historical Society, with hostesses in Revolutionary costume.

Commencement proper opened Sunday at 4 P.M. with the Baccalaureate Sermon by the President at the Second Congregational Church—with procession, special music, and all. On Monday afternoon the President's Reception was held in Thames. In the evening came the Senior Prom, on the roof-garden of the Mohican Hotel from 9 P.M. into the wee hours. Tuesday afternoon was Class Day, and that evening we gave the Senior dramatic event, repeating our hit show, 'Green Stockings.' On the big day, Wednesday at 10 A.M. the academic procession of Trustees, Faculty, and the Class of 1919 with the juniors in white dresses entered the gym. for the Commencement exercises with Professor Ralph Barton Perry of Harvard speaking on 'Morale in Times of Peace.'

The President's farewell to the Seniors was a high point for him and for the College as well as for the class. His tone of friendliness and concern was caught by Dorothy Pryde '21 in her account in the *News:*

> President Marshall, in addressing the Senior class, told them how much they had been to the College, how much the College believed they would be in the world outside, and how much the College loved them. For, he said, the College would be with each one always, even should she wander to the far parts of the earth.

That pioneer class, however, could not afford to indulge in sentiment for long but remained aware of its responsibilities to the last. To quote President Marenda Prentis again:

Through all these activities we were aware that our status would change when we received that degree. We would be Alumnae and we would have to do something about it before we left campus. Again came that refrain, 'Constitution and Bylaws.' In spite of waiting parents and unfinished packing, we had a picnic down by the river. We met as the Class of 1919, but after discussion we appointed Winona Young as leader to work with a committee on a proper Constitution and Bylaws to present the following June. Thus the Alumnae Association was underway. [And, as Juline Warner, class historian, liked to point out, 'This was the first, last, and only time the Alumnae Association had 100% attendance!']

We returned [Marenda continues] the next June for our first Reunion dressed as Pioneers with long green skirts and bonnets to match, approved Winona's work and elected her the first president of the Alumnae Association. We did one more exciting thing—we welcomed with open arms the Class of 1920 as members of the Alumnae Association.

To put the reminiscences of those early days in perspective against the background of changing events and attitudes, it is appropriate to close this section with a part of Juline Warner Comstock's delightful poem, which she read at the Fiftieth Reunion of her class.

Dr. Morris came to campus
When Intelligence was new,
And taught us how the Scientists
Could measure our I.Q.

Antarctica was unexplored,
The atom still was whole,
Charles Lindbergh was a name unknown
Upon our windy knoll.

No Coast Guard School across the road
Spread to the Thames stream;
The radio was dot-dash code,
T.V., an unborn dream.

The First Commencement Procession

The First Laurel Chain

Sound movies were 12 years away,
But some of us had seen
Sheik Rudolph Valentino
Star on the silent screen.

We ran to see an airplane—
(Not one of us had flown):
We baby-sat for faculty
Before the term was known.

Since then we've been allowed to vote;
We've known a second war;
It's only hours to Europe now—
The World is at our door.

The Class of 1919 at Fiftieth Reunion

## The College from 1919 to 1928

Pioneering days were over; and the College entered its second phase—that of carefully planned growth and expansion. Its academic standing, its building program, its finances—all needed support; and President Marshall bent to his task, less spectacular than his predecessor's but equally critical in the history of the College.

*Accreditation*

First, the College had to earn recognition as a high-ranking academic institution. Such recognition came in an incredibly short time, actually in its ninth year of operation. In the fall of 1924, the top accrediting group, the Association of American Colleges, announced that Connecticut College, having weathered its severe evaluation, had been admitted to its list of two hundred leading colleges out of 1300 in the nation. Only months later, the American Association of University Women, after conducting its own investigation, invited the College to membership.

This double accolade placed the young college in an enviable situation. It meant that the best scholars and teachers would welcome appointments, that alumnae would find graduate schools and foreign universities favorably disposed, and that serious students from a widening area would hear of the College's record and apply for admission or transfer. Membership in the AAUW had an added significance; graduates could now participate in a national organization which not only promoted the status of women but studied current issues and put its recommendations into action. Connecticut College, which had attracted nationwide notice as an educational experiment of great potential, was now on the national map as an established college of high quality.

Dr. Morris Lectures in New London 113

Faculty Hockey Team

An Inspired Moment in Pageant: Carolyn Francke '23

Baseball Game with Fans

Tennis Match in the Old Courts

Commencement Procession, 1920

George S. Palmer

*Palmer Library*

How had the College attained prominence so early? Credit must be given first to the historic gift of the library by Mr. and Mrs. George S. Palmer. For eight years students had been crowded into one and then two rooms on the third floor of New London Hall, and the librarian with her student aides worked in the connecting passageway. In those days colleges made extensive use of reserved books. Textual criticism was the accepted method in teaching literature; and English, with its two required courses and its popular major, enrolled the majority of the students. For each literature assignment, the student had to consult several books on reserve; and often she found herself sitting on the floor in a corner taking notes with physical as well as mental difficulty. As reserve books had to be signed for well in advance and were snatched by the next eager beaver at the end of two hours, students had to cultivate superior powers of concentration amid the confusion and discomfort.

The gift of Palmer money, originally designated for a chapel or library, had been announced at the first Commencement; and the money had accrued while the College grew and its relative needs were defined. In 1921 George S. Palmer, whose older brother, Frank Loomis Palmer, had been a member of the original Board, became chairman; and by that time the need for a library was desperate. Plans were drawn by the distinguished architect, Charles A. Platt of New York, who later designed Fanning and the neighboring Lyman Allyn Museum. With great foresight the Palmers also commissioned plans for wings which could be added later in harmony with the original design.

As a matter of course, the library would assume the commanding position on the hilltop with a panoramic view of town and harbor. The architects used local granite with limestone trim as in the original dormitories but introduced the Georgian style. The entrance was impressive with a graceful pediment embracing


Platt's Drawings for Palmer Library before and after the Wings

the college shield, dormer windows at either side in the pitched roof, and a bull's-eye window high above. From the doorway one looked down over the wide green expanse of central campus to the town and out to the lighthouse. Mr. Palmer's wish that the lights of the library could be seen from town had been fulfilled.

Palmer Library, with a staff of three, was planned for a college of 500, providing seats for 120 readers. The spacious main floor had a periodical room and a large reading room to the west of the entrance and a reference room and offices to the east. On the second floor, the great treasure was the Palmer Memorial Room, housing the collections of the brothers, George and Elisha, who had built valuable libraries of American history, art, and travel with many beautifully printed and autographed books. Unusual items included the Civil War diary of Elisha, who had spent some time in the infamous Libby prison, and "extra-illustrated" books, classics with illustrations by various artists "tipped in." To the undergraduates the Renaissance furniture was imposing but forbidding; the great armchairs had uncompromising backs and hard seats. A lectern on the huge Tudor table displayed an illuminated *Psalter* in all its glory or some other prize from the collection. Special lectures and meetings were held here, and alcoves provided a few choice study places. In the east room the favored seats were the marble slabs over the radiators where a student could perch and look out from her book to the horizon. On the ground level, the faculty lounge was used for formal occasions, weekly teas, and monthly faculty meetings. Full professors always took their places in the front row, aspiring associates and assistants behind, and lowly instructors in the rear observing the dynamics of that unique institution, the faculty meeting.

The Library Becomes a Reality

The Palmer Memorial Room

Interior Views

Organizing for the Great March

One of the red-letter days in the College's history was March 27, 1923, "Moving Day," when the students joyfully transferred some 18,000 volumes to their new home. To students the mythical building of Troy was no more astounding than the great move, and the planning was of epic proportions. Julia Warner '23, President of Student Government, was "commander-in-chief"; and each class president led her "battalion." The "troops" were mustered on the green opposite Blackstone and New London Hall, where they followed routine procedure of roll call and counting off. Class by class, they proceeded to New London Hall, where they took armfuls of books in sequence. After the march to Palmer, they placed the books under the librarian's eye in their precise places on the new shelves. Four trips (two in the morning and two in the afternoon) and a few hours completed the operation. The weather was uncooperative, cold and blustery; and the students, headed by President Marshall with his huge armfuls, made a heroic picture as they marched on their historic task.

The opening of Palmer Library at May Day chapel was a heart-warming occasion for faculty and students, as the *News* of May 11, 1923 reported:

> After hymns of joy and praise...Mr. George S. Palmer, the donor, made the speech of presentation. In closing, he said that if the Library became a source of inspiration to noble thoughts and deeds it would have fulfilled its purpose. He then presented the keys of the building to President Marshall....
>
> And now on the highest point of land on campus towers a Library—*Our* Library. It is a shrine devoted to the master minds of all ages, and it mutely calls us to worship.

The dedication was unusual in that it was reciprocal. The library was dedicated to the service of students and faculty; and they pledged their support, reciting in unison:

We, Students, Faculty and Officers of Connecticut College, reiterate...our appreciation to the donors for the gift of this Library, noble in design, complete in equipment, delightful to work in, and stimulating to the intelligence and spiritual life of each of us.

We accept the gift for ourselves and for our successors and pledge ourselves to enjoy its privileges...in the spirit of consideration for others; in reverence for the knowledge and art of the ages of which it is a repository; and with such a love of learning, of culture, of friendship with great souls of enduring influence in all lands that this building may become the shrine of the highest traditions and truest and noblest spirit of the College.

*The Faculty*

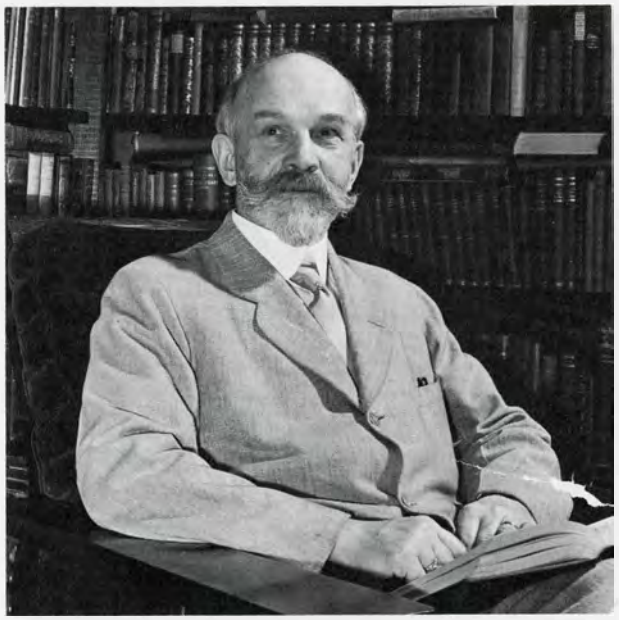
After the library, the second evidence of academic quality that had impressed the accrediting agencies was the chain of distinguished faculty. From its earliest publications the College had professed "to offer college work of grade and value second to none." Under President Sykes' leadership the College's experimental outlook had attracted lively minds to its faculty, and President Marshall was careful to maintain the high level of appointments.

Among faculty added during his administration were: Mary Clarissa McKee (1918), who served for many years as chairman of the Chemistry department and played a leading role in formulating college policy; Bessie Bloom Wessel (1918), who bravely stepped in to substitute for her husband (he had died suddenly after his appointment) and who became known as an early anthropologist as well as teacher of economics and sociology in the formative stage of those subjects; and Garabed K. Daghlian (1918), beloved physicist and astronomer, who could make simple and often amusing the most abstruse theories of physics and who could even bring the galaxy close. Dr. Gerard E. Jensen (1919) taught American litera-

Professor Ernst, Alice Ramsay '23, and Dean Nye

Mary K. Benedict, Dean of Students 1924–1930 and College Physician

RIGHT Five Friendly Professors: Lawrence, Leib, Kip, Daghlian, and Bauer



John Edwin Wells, Professor of English

ture, also a new academic subject, with verve and gave his students an appreciation of the fine points in writing; and Dr. Henry Wells Lawrence (1920), head of the History Department, was a self-styled "liberal" with a twinkle who had the uncomfortable practice of making his students "think" and gave daily quizzes to test this recondite activity.

On the death of Dr. Coerne in 1923, Dr. John Lawrence Erb, chairman of the School of Music at the University of Illinois, became head of the Music department as well as organist and choir director. Also in 1923 came Ruth Stanwood, chairman of the Physical Education Department for many years; Dr. Hannah Roach, an early student of Eastern European and Oriental history; and Frances Brett (Physical Education), who demonstrated her prowess in tennis and later in the dean's office handled such delicate matters as coordinating housefellows and assigning rooms. Ruth H. Wood (1924), also in Physical Education, became known for her pioneering Recreational Leadership course as well as for her avocation, painting. A remarkably versatile woman, Dr. Mary K. Benedict, came in 1924 as College Physician and Dean of Students. A Yale Ph.D., she had been highly successful as the first president of Sweet Briar College from 1906 to 1916 and had then begun a second career after earning an M.D. from Johns Hopkins. She served as Dean of Students until 1930 and continued as College Physician for two more years, resigning to establish a private practice. In another key appointment, Allen B. Lambdin was made Business Manager in 1922, overseeing construction, maintenance, and development of grounds. With a background in music, he also enriched the musical life of the college and the community by directing the Concert Series as well as the popular New London Oratorio Society.

Catherine Oakes, English (1925), specialized in modern drama, coaching Gilbert and Sullivan operettas, and in composition, teaching the gifted

and the less gifted to write; to her, "exposition" was a holy word and as a superb teacher she could make even grammar dramatic. In 1926 Dr. Robert Cobbledick joined the Sociology Department and later became the beloved Director of Admissions known across the country as one who could put nervous applicants at ease, assuring them that he was "Director of Admissions," not of "Omissions"; E. Alverna Burdick (Physical Education), who taught anatomy, kinesiology, and hygiene and whose rare endowment of wisdom, humor, and understanding made her an ideal Dean of Students (1930–1949) and later Dean (1949–1958); and Dr. E. Frances Botsford, future head of the Zoology Department and pioneer in ornithological studies.

Most striking, after the high caliber of the early faculty, is the fact that all elected to stay throughout their careers, in effect giving their professional lives to the College. Just as the earliest days had owed an incalculable debt to the trustees, this period owed a similar debt to the quality and devotion of the faculty.

*Honors and Special Courses*

Maintaining the academic emphasis that had won the College early recognition and continued to attract superior students, the faculty set up a complicated system of honors. Annual Honors were awarded to members of the three upper classes who had attained a standing of 3.6; and at graduation Honors were awarded for a 3.5 average in course, High Honors for 3.75; and Highest for 3.90. Departmental Honors were especially coveted as an entrée to graduate school. Students aspiring to these honors were required, in addition to carrying a full program, to spend at least forty-five hours in quasi-original research and to submit papers that would meet stringent departmental standards.

To recognize the top students of each class, the faculty established the Winthrop Scholars on May 7, 1928. At Commencement eight members of the graduating class were so designated, and seventy alumnae were retroactively honored. Dr. David Leib, registrar and founder of the new group, explained the name with his usual dry humor:

> I would not have you believe that this guild of scholars at Connecticut College is to do honor to a governor of Connecticut or to the man who built a mill downtown, nor yet because John Winthrop's cattle once roamed over the present campus of Connecticut College....
>
> The second John Winthrop... was one of the, perhaps *the*, most learned and versatile men in New England... As a scientist he was an international figure and one of the earliest Fellows of the Royal Society of London, elected two years after its founding in 1662. Among his many interests he was an astronomer and possessed one of the few telescopes in the New World. He is credited now with having discovered the fifth satellite of Jupiter in 1664, over two hundred years before it was discovered again by the aid of the great Lick telescope... This should remind you that a big man or woman with a big purpose and a small telescope can rival a small man with a small vision and a big telescope.

The academic accomplishments of President Marshall's regime were indeed notable. Had they not occurred at that critical time the College might never have attained the standing it has since enjoyed.

As his favorite academic project, President Marshall proposed, and won faculty approval for, an experimental interdepartmental course, The Art of Living (Home Economics 21–22), a great novelty at that time when departmental boundaries were zealously guarded and when the nature of higher education for women was still hotly debated. The course attracted wide publicity; and the president's office was besieged by inquiries from other colleges from as far away as the American College for Girls in Constantinople. An elective for upperclassmen taught by

twelve to fifteen instructors and by local representatives of law and medicine, it was taken by about fifty students each year from 1925 to 1928. It proposed, according to the 1925–1926 *Catalogue*, to "correlate the knowledge from different fields of study with the practical and spiritual life of the individual considered from the point of view of an efficient, cultured woman in the home," or, as President Marshall himself put it, to lead the student to make her own synthesis of knowledge and thus obtain "a whole view of life." Faculty found the coordination too time-consuming and the testing and grading too difficult; but, when the experiment was discontinued in 1928, it spawned another unusual course. Miss Ernst's lectures on masterpieces of European literature had been so outstanding that, in response to petition, she made them the basis of her Continental Literature course, a highlight of the curriculum for many years.

Another academic event of importance was the 1926 Carnegie grant of $5,000 for a Teaching Collection in the Fine Arts. Aside from the acquisitions it purchased, the grant was a recognition of the outstanding quality of work done in that department. In applying for the grant, Professor Selden had strongly defended the teaching of studio art as well as the history of art in a liberal arts curriculum, still a moot point in educational circles:

> Here the emphasis is on the technical and creative side, at the same time offering a well-balanced background of history and appreciation. In this way it is hoped that the student learns the language so long used by man in telling the story of his struggles to express his primitive and elemental conceptions and his dawning ideals and of the reaching out of his soul toward beauty and of his supreme moments of vision.

As to the vocational emphasis so stressed at the start, the main responsibility for information and counseling was gradually transferred, first to the Appointment Bureau, established under a faculty committee in 1920 and then to the Personnel Bureau in 1922. Agnes Berkeley Leahy '21, the first executive secretary of the Personnel Bureau, who had taken graduate work in this relatively new field, counseled students, kept their employment records, and informed them of the newest openings for women.

Convocation was still regarded as an adjunct of the instructional program, and the College brought to students and the community a varied group of authorities. The Convocation list for a typical year, 1925–1926, illustrates the quality and range of these series:

Alfred Noyes. Reading from his Verse
William Ernest Hocking, Professor of Philosophy, Harvard. Imitation and Its Cure
William Starr Myers, Professor of History, Princeton. Problems of Current History
Joseph Lindon Smith, Archaeologist. Excavations in Egypt at the Present Time
Charles Reynolds Brown, Dean, School of Religion, Yale. The Trivial and the Vital in Religion
Frank Tannenbaum. The Prison and the Prisoner
Carveth Wells. Six Years in the Jungle of Malay
Harlow Shapley, Professor of Astronomy, Harvard. Seeking the Limits of the Universe
George Pierce Baker, Professor of History and Technique of Drama, Yale. Have We an American Drama?
James Stephens. A Reading from his Verse and Prose

### *Continued Growth of the College*

Under President Marshall the College grew steadily not only in academic accomplishment but in size. In 1917 the student body numbered 265, 85% of whom were from Connecticut; in 1920, 304 from eighteen states; and in 1928, 569 from twenty-six states and one

ABOVE Vinal Cottage

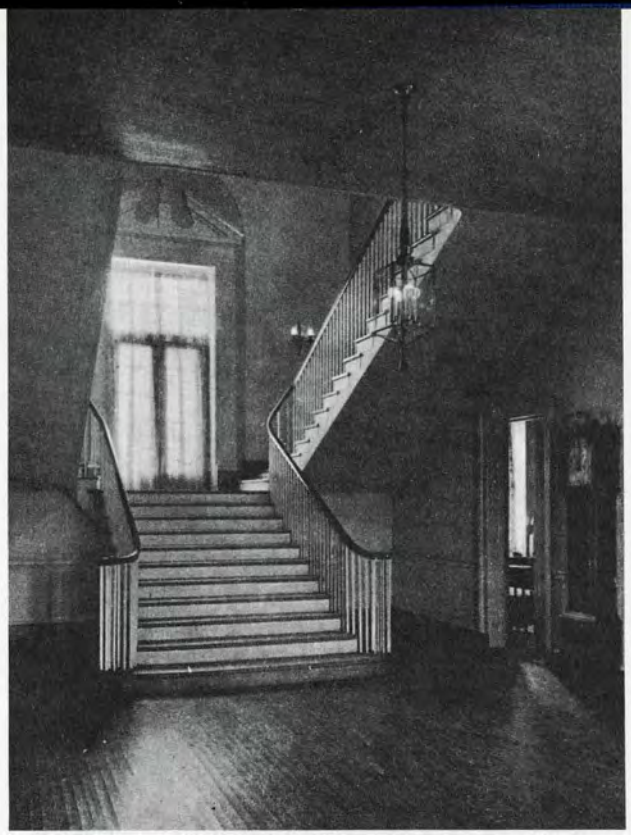
ABOVE RIGHT Architect's Drawing

RIGHT The Caroline Black Gardens

foreign country. College housing could not keep pace with the expansion; in 1927, although there were 1,100 applications, only 185 students could be admitted, and they had to live off-campus at some inconvenience.

The early benefactor, Morton F. Plant, who died in November, 1918, left a generous bequest ($250,000) for Branford House, a stone dormitory matching the two original dormitories though somewhat larger; it opened in 1920 with fifty students. Vinal House (1922), the gift of Mrs. George H. Vinal of Middletown, was an experiment in cooperative living, where fourteen Home Economics majors, supervised by a resident instructor, did their own cooking and cleaning and shared the actual costs. This attractive stucco cottage at the foot of the college hill was "patterned after an English country house" and was set amid gardens, which were later named the Caroline Black Gardens in memory of the popular Botany professor who died young.

As the first of a projected line of dormitories on the west side of campus facing the academic buildings on the east, Colonial House opened in the fall of 1925. It was renamed Knowlton House the following year on the death of its donor, Charles Clark Knowlton of Windham County. Knowlton House not only provided student rooms but became the new focus of



The Entrance Foyer in Knowlton

TOP Knowlton, the New Social Center
The Receiving Line Delays the Dance, Knowlton Salon

campus social life. Designed by Herbert R. Loud of New York to harmonize with its nearest neighbor, Palmer Library, Knowlton had an impressive portico looking across campus toward New London Hall. From campus one entered a foyer with a beautiful central stairway, salon to the left, and reception rooms and dining hall to the right. The salon was initiated at Sophomore Hop in November, 1925, when the Wesleyan Serenaders, "direct from the Four Hundred Club in Paris and formerly with Paul Whiteman," entertained. Half again as large as the gym and elegantly lined with mirrors, the salon lent itself to decoration and became the scene of countless dances, recitals, and junior banquets with their lively reports on Mascot Hunt. The suite to the right of the stairway was assigned, as by royal right, to Dean Nye; and "an old grandfather clock stood guard just outside." "As you peep into her door," the reporter for *News* continued, "you see a dignified highboy supposed to have belonged to Governor Bradford, a fireplace, a glazed-chintz wing chair, and an ancient sea-faring chart, creating a rarefied atmosphere."

For many years, however, an increasing number of freshmen and sophomores had to be satisfied with rooms in houses leased by the College nearby and for a while even in the Williams Park area downtown. At certain hours a college bus served these students, but at other times they took uncomplainingly to trolleys or to shanks' mare.

### *Innovations and Added Traditions*

For this larger college the Student Government Constitution was revised in 1923–1924 and again in 1925–1926 to provide wider participation in offices and decision-making, but its basic principles remained

unchanged for many years. Another Connecticut tradition, the Amalgamation meeting (Amalgo), began formally in February, 1924, bringing the students together regularly and giving each the sense of belonging to a very special community.

A forward-looking innovation of Student Government was the Open Forum, where students could offer their criticisms and suggestions. A typical Forum of 1924 had a heavy agenda: the Bok Peace Plan, the Enforcement of the Eighteenth Amendment, Smoking Rules, and Dressing for Dinner. The first two items were covered with some dispatch; and the "climax of the meeting," as *News* reported, was the debate on smoking, which took quite a modern tone:

> One speaker said that the real question is not simply whether one may smoke or not. It is the problem of who controls the colleges after all, the students or the public. We have the opportunity to govern ourselves if we see the issue clearly.

As to the smoking issue, a campus poll in 1925 was overwhelmingly in support of virtue (conservatism), but on the basis of another poll three years later smoking was permitted in nonwooden dormitories. For the next year or two yellowed fingers and tins of cigarettes conspicuously carried became the signs of campus sophistication.

Service League remained the most active organization. In 1923 the Hempstead Family Association and the College cooperated in establishing Charter House on Jay Street, and students were charged with conducting its educational program. Dedicated on January 11, 1924, the house became a lively center for dramatic and recreational activities until it was demolished in 1933. Charter House was intended "to revive the old arts and crafts" and to sponsor activities for children, such as gardening, drum corps, folkdancing and Maypoles, pageants about the Pilgrims, and historical plays such as *How the Indians Planted their Corn*. For the elderly there was quilting, for boys a jackknife class, and for horticulturists a class taught by a college instructor. In 1924 in the yard of the Hempstead House nearby, a play, *The Queen's Garden*, written by the poet, Anna Hempstead Branch, was given by neighborhood children under student direction. Service League also cooperated with the YWCA and the Bradley Street Mission, sent toys to Caney Creek Mission in Kentucky, and made Christmas boxes and dolls for Christodora House, the New York settlement house close to Miss Branch's heart. Each summer a delegation attended the Silver Bay conference on Lake George sponsored by the Intercollegiate YWCA, and reported to the College in the fall.

Music continued to hold an important place in the life of the College. As the Concert Series attracted larger and larger audiences, the concerts were transferred to the Armory downtown or sometimes to the Lyceum Theatre. A long line of chartered trolleys took the students in their evening finery to hear the great artists. During President Marshall's time the impressive list included: Rosa Ponselle, Pablo Casals, Josef Lhevinne, Sophie Braslau, the Hampton Singers, Fritz Kreisler, Reinald Werrenrath, Josef Hofmann, Efrem Zimbalist, Sergei Rachmaninoff, Lucrezia Bori, Percy Grainger, Jascha Heifetz, the English Singers, a lecture-recital for the benefit of the MacDowell Colony by Mrs. Edward MacDowell, and the symphony orchestras of New York, Boston, Philadelphia, and Cleveland.

Students enjoyed music on many other occasions, as Elizabeth Damerel Gongaware '26 recalls:

> Ours was a singing college. When Martinelli sang in the Concert Series the end of the concert found a wildly enthusiastic audience applauding and crying, 'Viva Martinelli.' We listened to music with joy but also found great pleasure in participating. Many musical plays were written and produced; a few of the most popular songs may be found in the Connecticut College Song Book: My Pirate Pierrot, Pierrot and Pierrette, China Love, O Aladdin,

> Roaming Romeo, and This Side of Paradise.... On May Day at seven, seniors in cap and gown gathered to sing the Latin Hymn to welcome spring. The volunteer choir sang daily at 8:55 Chapel and at Sunday Vespers, both well attended.

A musical tradition which took form in the mid-twenties was the "Compet Sing." Song competitions and all-college sings had been popular, and Knowlton's terrace inspired the first Step Sing. Formal interclass competition soon became organized, however, and the event was transferred to the library steps. It is described in the *C* for 1927–1928:

> The College marches up the road to the library steps in a body, singing the Marching Song ["With a love increasing ever," written by Roberta Bitgood and Louise Towne, both '28]. Then each class steps into separate formation and in turn offers two songs [one original for the occasion] judged for singing, tone, harmony and volume; percent of class present; and marching formation. The college body wears white; and the background of the stately gray library, the spread of the sea, harbor and New London town before them, and the joy of their own singing, make compet. sing an event of great beauty and importance.

Drama and musical comedy flourished from the beginning; French plays were given annually and other language plays in alternate years; Drama Club (Wig and Candle from 1926) presented two long and several short plays annually; and Art majors made the sets and costumes for the beautiful Christmas pageant. In 1926 "Compet Plays," an interclass competition with short plays and limited rehearsal time and expenses, began. Plays were selected, cast, and directed by students; they were presented on two consecutive weekends, and a much-coveted silver cup was awarded to the winning class. Original plays were encouraged; and many students discovered talent in writing, acting, or directing.

As to the lighter side of campus life, Hazel Osborne '26 writes in *Alumnae News* (August, 1969):

> We were flappers—flaming youth in cloche and raccoon coat—free souls in changing times. Social customs were shattered as women began to smoke in public and the cocktail party emerged. Lindbergh flew the Atlantic; Fitzgerald and Hemingway challenged tradition with new ideas. We danced the Charleston, adored the Astaires, thrilled at Walter Hampden's Cyrano, and were entranced by the voice of Rudy Vallee coming over the new radio. *Time* and the *New Yorker* saw the light of day, and we wrote poetry.

On the "dating" customs of these days, Barbara Tracy Coogan '27 recalls:

> The big weekends on campus were at prom. time. Then it was that the more retiring bestirred themselves to find dates. Those lucky girls with Yale or Wesleyan connections were generous in digging up for their friends blind dates—usually young men as socially shy as their female counterparts.
>
> And how we anticipated and prepared! We eagerly filled the dance programs, which were to dangle from our wrists, for they were insurance against being stuck with the same unknown and therefore questionable partners. We even practiced for the big night. The dormitory halls would be lined with potential promenaders, hands on walls for support, arduously and awkwardly learning the Charleston. (*Alumnae News*, Winter, 1978)

We have said a good deal about the attitudes and activities of early students but little about their appearance. Restricted by fashion and tight purses, the first students wore long skirts and middy blouses, high laced shoes (invisible), and enormous bulging hairdos ("cootie garages") precariously restrained during sports by black headbands. For "dress-up" they donned shirt waists, stiff-brimmed hats, and gloves

and looked at least twice their age. By 1922 these somber and shapeless garments gave way to knickers ("plus-fours") with golf socks and saddle shoes. Bobbed hair, often "frizzed," was also "in," though sometimes achieved only after a declaration of independence from parents. At dances this was "The Age of Toddling, which succeeded dipping in a trance à la Castles." In the mid-twenties alumnae returning to campus commented that "the girls, with their close shingled bobs look like so many young boys with an effeminate swagger." By 1927 prom dresses were daringly decolleté with skirts of irregular length, up to the knees in front and tapering down in back with beguiling fringes. For riding in rumble seats or going to football games, the raccoon coat was the thing.

Mascot Hunt maintained its lure. The Class of 1922 was especially imaginative with its totem pole hand-carved by Constance Hill and accompanied by a poem interpreting its figures. Other outstanding mascots of the period were: '24's Viking ship, *The Long Serpent*, a beautiful model by Professor Selden, and two creations for the new Knowlton House: '26's handsome lion doorknobs and '28's bronze plaque for the portico, combining the college seal and the class seal with protecting unicorns and a noble sentiment: "Non sibi sed omnibus" ("Not for self but for all").

The hunt itself was embellished annually. Originally it demanded only physical vigor, with the members of the two classes racing over campus, searching, guarding, or decoying. New rules in 1928 limited the

The Totem Pole,
Mascot of 1922

territory and reduced the time span from a week to a day. Later classes introduced clues and then clues to clues with increasing cerebration and frustration. Incredible as it may seem, despite minimal participation and a final reduction of the hunt to hours, it continued in some form into the early Sixties. Meanwhile mascots had been merged with class gifts for new buildings or for other campus improvements.

*The Alumnae Association*

An important entity, developing through the twenties, was the Alumnae Association. As we have noted, it was launched as the conclusion of the first Commencement, and the Class of 1919 returned the following June to see how their successors were carrying on. Many alumnae lived nearby and dropped in often on campus friends. An Alumnae Column was a regular feature of the campus paper read eagerly by undergraduates for news of friends and for portents of their own future.

From the first Commencement, the alumnae had been represented on campus by a Graduate Secretary appointed from the graduating class for one year. Besides overseeing alumnae activities, the Secretary advised student organizations and kept their budgets in order. Through President Marshall's years the following served their turn as Graduate Secretaries: Marion Kofsky Harris 1919–1920, Mary Brader 1920–1921, Agnes Leahy 1921–1922, Margaret Baxter 1922–1923, Julia Warner 1923–1924, Mary Snodgrass 1924–1925, Emily Warner 1925–1926, Lois Gordon 1926–1927, and Edith Clark 1927–1928.

It was not until March, 1924, when five classes had graduated, that the first real reunion was held. Though "Alumnae Day" was favored with a snowstorm, 102 alumnae attended and, as one expressed it,

> marveled how President Marshall does it—how he can welcome each returning alumna by her right name and an appropriate greeting. It makes one feel 'to home' and gives a weekend 'that touch you love.'

Also in 1924 the first *Alumnae Annual* was published. The 1924 and 1925 *Annuals* were in magazine format with articles written by alumnae working in different fields. Some reported graduate study at Yale, Columbia, Cornell, Iowa, the universities of Rochester, Harvard, Pennsylvania, Pittsburgh, Boston, and New York, schools of art and music, and Yale Medical. In the 1924 *Annual* Kathryn Hulbert '20 wrote about teaching at the American University in Beirut, Florence Carns '19 about teaching at Spelman College, and Mary Wheeler '23 at the Kamehameha School in Hawaii. Marjorie Viets '20, Helen Avery '23, and Ethel Adams '23 discussed high school teaching; Loretta Higgins '20 reported on her

journalistic work; Winona Young '19 on social service, and Gertrude Espenscheid '19 on museum work. At the back of the *Annual* appeared a "Cradle Roll" with delightful illustrations of C.C. products in that field.

In the 1925 *Annual* Dr. Margaret Milligan '20 wrote "Experiences of an Intern" and Helen Gough '19, D.D.S., "A Dental Plea" (for orthodontia), while Gertrude Avery '22 described her experiences as a teacher at the American Mission in Ahmedegar, India. In a foreword President Marshall spoke with pride of the achievements of the young graduates, and Juline Warner '19 editorialized:

> Few, if any, women's colleges could boast a broader representation of activities in their first five classes. Here you will find proof of the recognition of woman's wider scope; not only the classic spheres of the homemaker and the teacher but also of the social service worker, the journalist, the traveler, the poet, the artist. Had it been possible to include all the phases of life touched upon by our graduates, one would find few lines of work not represented by an alumna of C.C. For C.C. already has her first Ph.D. (Elizabeth Nagy '20), her first osteopath, Ruth Anderson '19, and her first dentist, Helen Gough '19.

In February, 1926 the publication became a quarterly called *Connecticut College Alumnae News* and including class notes as well as articles of interest to alumnae.

*Endowment*

A heavy burden on President Marshall was the responsibility for raising more endowment; and drives—large and small, more and less intensive—continued throughout his presidency. It had been the unanimous decision of trustees, faculty, and students that the College should handle its own campaign and avoid the fees of promoters; and everyone pitched in with a will. In March, 1920 a campaign for two million dollars was opened at the Mohican Hotel; and by Commencement gifts of $120,000 were already in hand. Attractive folders outlined the needs of the College, notably scholarships and improved faculty salaries (the perennial needs). The average salary was then $2,000 as compared with a laborer's of $1,800 and a conductor's on the Boston El of $2,200. Donors were assured that "Who gives endowment for instruction endows Lives for Service" and "He who gives to College gives to all the Future."

Varied projects carried on the campaign. Dean Nye's students put on Plautus' *Menaechmi;* Mrs. Dederer, mother of the professor, opened a wool shop in Mosier House; and Professors Bauer and Weld gave piano and voice recitals. Plant basement was transformed by Miss Lovell into a tea house, and the gym became a movie theater presenting Marguerite Clark in "Come Out of the Kitchen."

The students also produced a cookbook and a songbook. The charming little cookbook, a connoisseur's item and a great bargain at one dollar, was dedicated fondly to Mrs. Colfax, great-aunt of Adelaide Morgan '25. Known to students as "Aunt Colie," she was described in the preface as:

> an old fashioned cook to whom cooking was an art. Her recipes were as precious to her as brushes and colors to the artist, and it was from her collection, started as a young housewife in 1866 and continued until 1920, that the contents were taken.

A small songbook (1920), containing favorite songs of the first five classes, had soon become outdated. The new songbook (1925) sold for endowment was dedicated to "the memory of Dr. Louis A. Coerne, who was the first friend of good music at C.C." It gave the place of honor to the official college song, "Alma Mater by the Sea," written by Olive Littlehales '21 with music by Edith C. Smith '20.

In March, 1923 the General Education Fund offered $150,000 if the College could raise $350,000 by

the following January, a deadline that was later extended. The reaction was the ingenious "Ten-Ten-Ten" campaign, which ran for ten weeks with each student trying to secure ten dollars from each of ten people. Funds came in steadily, though always somewhat below the ambitious goals.

In the fall of 1925 the drive took on new impetus. President Marshall, noting the tenth anniversary of the opening of the College, said:

> Our situation is very like that of a ten-year old girl whose wardrobe is quite outgrown and who needs a new fitting out to meet the normal requirements of her age.

Helen Hemingway '23 was brought back to campus to organize the campaign, and undergraduates raised $52,000 that fall. The "C.C. Players" were in great demand presenting short plays before different groups at the drop of a hat. The merchants and businessmen of the city again showed their generosity in declaring a Sales Day for the benefit of the Endowment Fund; fifty stores and all three theaters cooperated, netting several thousand dollars for the campaign. Alumnae chapters showed ingenuity in sponsoring parties and sales. Through these efforts the College kept solvent and remained a loyal unit as trustees, faculty, and students worked for the cause.

*The Resignation of President Marshall*

Having served with dedication for eleven years, President Marshall resigned in June, 1928 and returned to his first calling, the ministry. His subsequent career included pastorates at the Piedmont Congregational Church in Worcester, Massachusetts and from 1939 to 1945 at the First Congregational Church in Haverhill. He retired from the latter position in poor health and died soon after on July 1, 1946.

During the years, President Marshall had advanced the prestige of the College in the academic world, developed the faculty and the campus, and maintained the financial stability of the College. His last Commencement, in June, 1928, the first conducted out-of-doors, awarded 104 degrees, 84 B.A.'s and 20 B.S.'s. The students numbered 569 and the alumnae, 784; and the library collection in its handsome new setting contained 33,055 volumes. Five major buildings had been added, not to mention the small Observatory (1926), which was blown away in the hurricane of 1938, and the Outing Club Hut at Miller's Pond, four miles northwest of campus.

The story of the Hut illustrates the way President Marshall shared in projects dear to the students' hearts. *News* reports:

> On a Tuesday night in November, 1924 in the dining hall with a roaring fire, songs, out-of-doors poems and a great deal of CCOC spirit, the Hut Campaign opened, and on Friday night with the same spirit the Campaign closed with a gain of $425, to which the faculty was to add $125.

Thrilled by this success the students began gathering materials and lugging rocks for the fireplace until winter closed in. After Easter vacation, however,

> a hike was planned to Miller's Pond and what a surprise! Students could hardly believe their eyes—there stood a large one-room cabin with a beautiful fireplace, a built-in cabinet for dishes, a wide veranda across the front, a landing for canoes, and in the back a large woodpile that the Prex and Dr. Miller [Psychology] had chopped!

Most remarkable, however, was the variety of other projects which the president managed to carry out. Many concerned religion; he preached often at churches nearby and as chaplain, first in the State Guard and then in the National Guard, visited camps. He participated in community activities, was a Director of the Chamber of Commerce, chaired the War Memorial Committee in New London, and worked for the City Council form of government until.

The Λ. Λ. Hut at Miller's Pond

it was adopted. He was asked to make a study of the Connecticut Agricultural College at Storrs and recommended an expansion of its courses into liberal education. He edited an ambitious three-volume *History of New London County* and himself wrote the chapters on education. Characteristically, he proposed to the Rotary Club a fund for baseball equipment for the grammar schools and worked as chairman of the committee. Among the papers he preserved is the following letter:

Saltonstall School
New London, Conn.
May 16, 1919

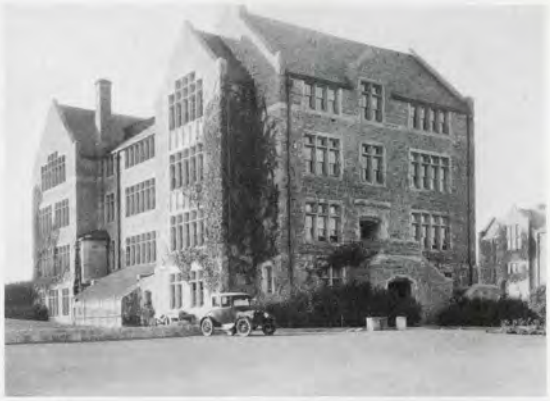
Dear Dr. Marshall,

We wish to thank you for the materials you sent us for the baseball team. It has helped us defeat the Nameaug School, which is the first one we have played. We also wish to invite you to see us play and see how we handle your material.

Yours gratefully,
Hyman Siff, Mgr. and Team 10

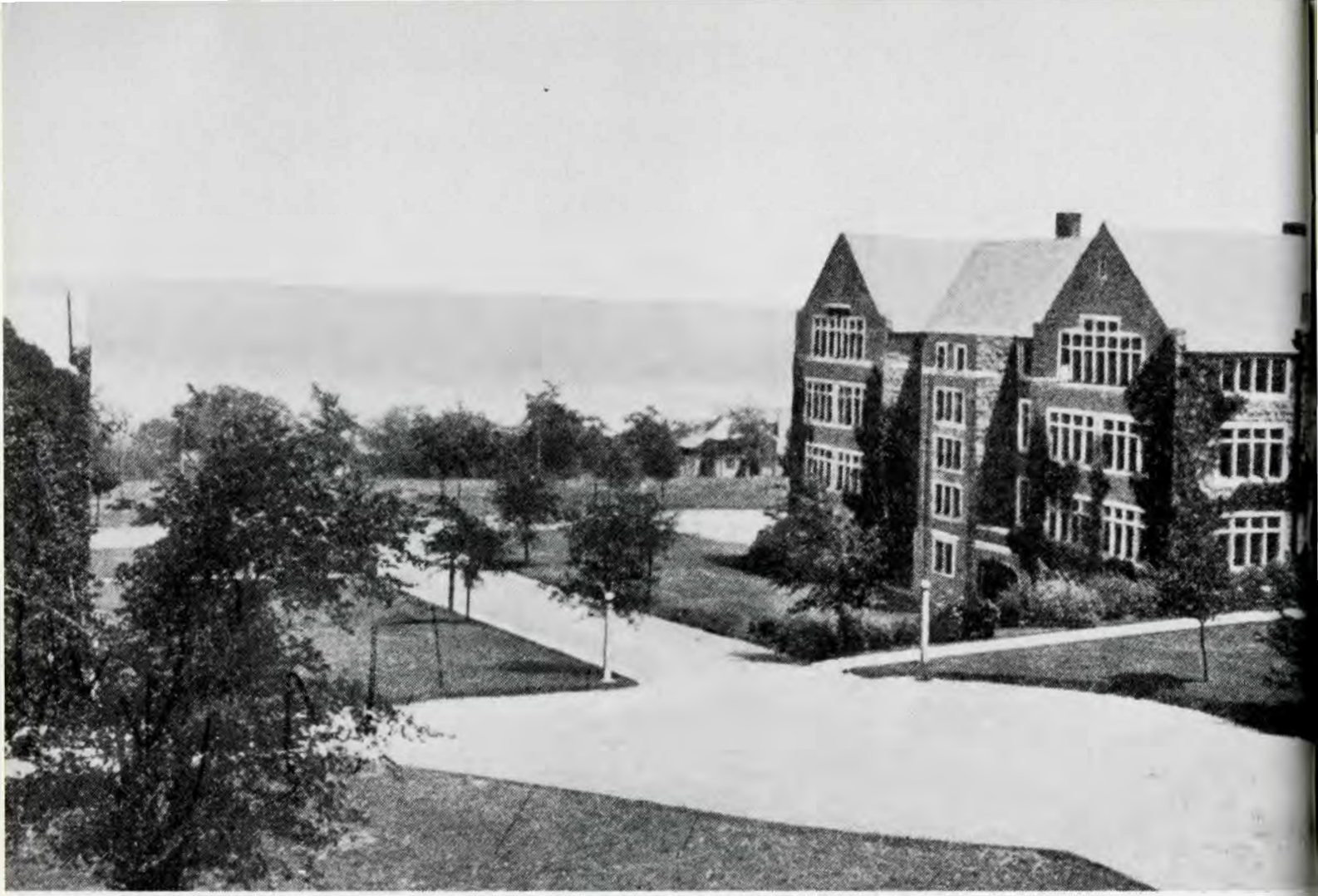
As with President Sykes, however, President Marshall's greatest contribution was that of self, of identifying himself with the young institution. The following—one of innumerable tributes in town papers and speeches—best expressed the personal contribution he made:

> In daily chapel talks and on many other occasions President Marshall contributed to the life of the College a quality of personal leadership and human warmth rare among administrators.



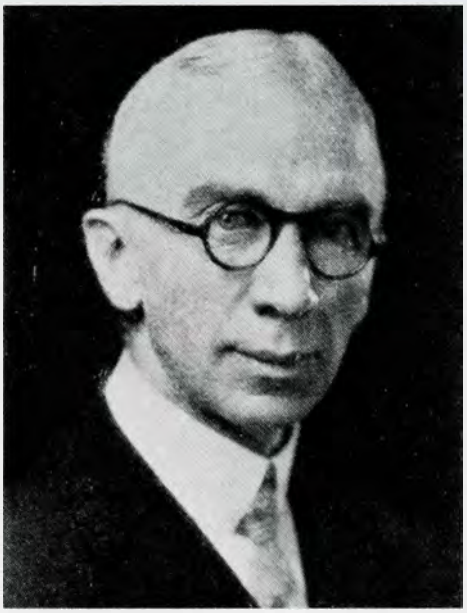
The Campus Grows in Beauty

3. The Presidential Committee: Dean Irene Nye, Professors David D. Leib and Herbert Z. Kip, 1928–1929



New London Hall The Center of Learning (a composite of 2 photographs)

Professors Leib and Kip and Dean Nye



In order to have ample time to find just the right president, the trustees appointed the Presidential Committee to direct college affairs during the year 1928–1929. Dean Irene Nye chaired the committee, which also included the senior professors, David D. Leib, Director of Admissions and Chairman of the Mathematics Department, and Herbert Z. Kip, Chairman of the German Department. Despite the conventional skepticism about committees, the Presidential Committee worked harmoniously and gave the College "a very good year." As ten classes had now graduated, the Committee thought the time ripe to re-evaluate policies and make some overdue changes.

The Faculty, numbering sixty-two rather evenly distributed among the ranks, had been noted for its devotion as well as its competence. Now a salary scale with improved levels was belatedly introduced, as were tentative provisions for sabbatical leaves and retirement.

Notable additions to the faculty and administration were made at this time. In the Art Department William S. Robinson, distinguished painter of Old Lyme and New York and member of the National Academy, came as Lecturer in Fine Arts and Philip H. Pratt, illustrator, decorator, and supervisor of design at Pratt Institute, as Director of Design. There could be no doubt of the College's commitment to maintaining an Art department of the highest quality. Paul F. Laubenstein, B.D., S.T.M., was appointed Assistant Professor of Biblical History and Literature and College Preacher. He established a reputation also as composer of sacred music and director of the widely esteemed Palestrina Chorus. In the same year Zelmira Biaggi joined the Spanish Department, where she would rise to the chairmanship and serve till retirement. Alice Ramsay '23, as Director of the Personnel Bureau, proved a wise and beloved counselor to many generations of students and alumnae until her retirement in 1967. The College was still fortunate in attracting the young and promising and in holding their allegiance through long careers.

The Presidential Committee reported "a stable year" with 530 students and a widening geographical distribution. Of the freshmen, 49 came from Connecticut, 28 from Massachusetts, 27 from New York, 18 from Ohio, 12 from New Jersey, 10 from Pennsylvania, and others from scattered states. Eighteen students transferred from a variety of colleges and universities, including Colorado College, the University of Illinois, Oberlin, New York University, Bucknell, Boston University, and others. The record of only 26 withdrawals for the year was gratifying, with 10 giving illness for the reason, 5 "needed at home," 5 to be married, and 3 transferring for specialized training. As usual, in a few instances these reasons covered academic deficiencies. Important in attracting superior students of low income families was the bequest of Mrs. Marinda C. Robinson of Windham County. This generous fund enabled several capable freshmen to be accepted as Robinson Scholars and to be substantially supported through their college years.

It may be of interest to report here the relative popularity of majors in the Class of 1929, although the fact that some related subjects were grouped under one department somewhat obscures the significance of the figures. English was, as in previous years, far in the lead, followed in order by Economics and Social Science; Philosophy, Psychology, and Education; History and Political Science; Romance Languages; and Fine Arts, with a scattering in Mathematics, Home Economics, Physical Education, Music, Classics, and other departments.

During this transitional year the Alumnae Association was accorded an official voice in college affairs, as it reached the number of graduates stipulated in the college charter for representation on the Board of Trustees. Julia Warner '23 was appointed the first Alumna Trustee to serve from 1928 to 1931, and she

was joined in the next two years by Esther Batchelder '19 (1929–1932) and Jeannette Sperry Slocum '22 (1930–1933).

Nor was the development of the campus neglected. Holmes Hall, named for Miss Elisabeth Holmes, early head of the Chemistry Department, was erected at the corner of Deshon and Nameaug Streets as a refectory for two hundred off-campus students. A long, low wooden building set into the slant of the hill, it was to prove adaptable to various purposes up to the present. All this time New London Hall had been trying to serve multiple functions, and desperate crowding and curtailment of programs had resulted. Preliminary plans for Fanning Hall, an administration and classroom building, were approved. The campus itself was no longer the treeless hillside of earlier days, as the faithful *Day* reported (August 28, 1928):

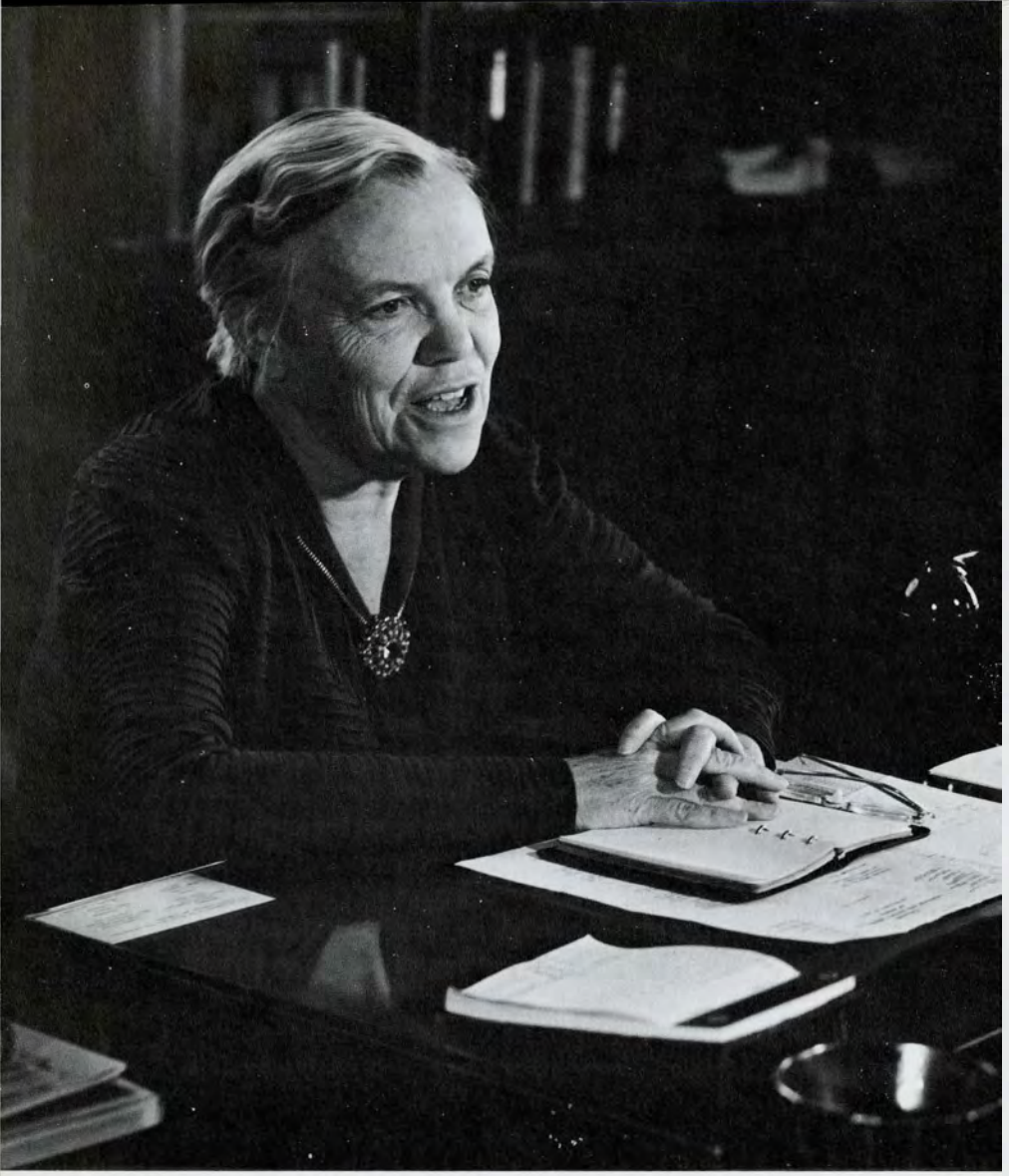
> The campus never looked more attractive than just now. The ivy seems to creep perceptibly to cover the grey stone buildings; and the flower beds, especially those back of the refectory near the little pergola, are brilliant with many colors, while the shrubs and trees are showing a wonderful growth.

The Ivied Walls

# 4. President Katharine Blunt, 1929–1943, 1945–1946

The Campus in 1930 . . .

. . . and in 1941



President Katharine Blunt

President Blunt with President Robert M. Hutchins of the University of Chicago

Katharine Blunt came to campus in 1929 and made the College her lifetime commitment. In those days when the first shocks of the depression were being felt, many colleges feared for survival. Connecticut, with its inadequate housing and endowment, had been marking time; but the courage and imagination of its new leader propelled it into a new era. Optimistic and dynamic, she had no time for doubts and proceeded to act on her favorite Keynesian pronouncement: "If we consistently act on the optimistic hypothesis, this hypothesis will tend to be realized."

Some six hundred representatives of the College and surrounding communities who welcomed Katharine Blunt at a reception in the fall recognized her commitment and the promise it held of new life for the College. Her record, as well as her personality, inspired confidence. She came from the University of Chicago, where she had been chairman of the nationally known Home Economics Department, which sent its doctors out to head departments in leading universities and to take key posts in government and industry. Dr. Blunt had also served as president of the American Home Economics Association from 1924 to 1926.

With her B.A. from Vassar and her doctorate in Chemistry from Chicago, she had specialized in food and nutrition and had done important research on vitamins. Her book, *Ultra-Violet Light and Vitamin D in Nutrition* (co-authored with Ruth Cowan, 1930) was then in press; widely acclaimed, it became a standard text. The daughter of a colonel, Katharine Blunt had been drafted into government service during World War I. As Editor-in-Chief of the Food Administration, she had issued *Food Conservation Lessons*, later published with co-author Florence Powdermaker as a college text, *Food and the War*. Katharine Blunt was nationally known as educator and administrator; what was equally important, she had demonstrated that women of ability and initiative could forge ahead in careers of service.

The new president took time to study the College—its aims and its problems—and to know personally its students, faculty, and trustees. Undeterred by the collapse of the economy, she set to work on a ten-year plan of development, which she presented to the trustees with specific recommendations for its implementation. Her plan, ambitious but within practicable bounds, won the approval of the trustees so that she was able to announce in her first presidential *Report* (September, 1930):

> Now, after fifteen years of growth, Connecticut College has mapped out a comprehensive plan for development, which, if put into effect, will place it within the ten-year period in the vanguard of progressive modern institutions for the higher education of women.

From the start President Blunt was keenly aware that the College had to earn its progress by maintaining the confidence of its friends. In presenting her plan to the trustees, she took care to point out that "The growth of educated thought and knowledge about the status and ideals of the College is of almost as great value as the securing of the money itself." In effect taking on herself the oversight of public relations, she planned a series of booklets that would "set forth the importance of the College to the country and the state in addition to its significance as an institution of learning."

The obvious point of departure in planning was the projected size of the College. Opened with the prospect of allied schools and an eventual enrollment of 1,000, the College had been forced in war conditions to run on a reduced scale and had demonstrated the virtues of a small institution of high quality where each student had guidance toward realizing her potential. For the present, President Blunt decided, the College should remain small, though, as more housing became available, it might gradually grow from 570 to 800 and thus afford a greater variety of courses. In the

curriculum she proposed no drastic change but urged the substantial enlargement of the library collection. To ensure the best choice of students and faculty she called for an increase in scholarship funds and salaries. The building needs were formidable: an auditorium, a chapel, a Music and Art building, a new gymnasium, a nursery school, an infirmary, faculty housing, and a student-alumnae commons. Undaunted by the size of the undertaking, Katharine Blunt went to work and, through her contagious zeal and involvement in every phase of college life, actually achieved most of her goals during the ten-year period.

Her presidency falls into three periods. The first, spanning the depression from 1929 to 1935, showed steady, though relatively slow, progress. In 1935, as the economic clouds began to lift, the College celebrated the twentieth anniversary of its opening. The second period, comprising the years from 1936 to 1940, produced a story of phenomenal building and progress in every part of college life. The last period, 1941–1943, showed the College in wartime and Miss Blunt's return in 1945–1946, postwar adjustment.

## President Blunt Takes the Helm, 1929–1935

The Inauguration on May 16, 1930 brought many eminent guests to campus. Presidents James Rowland Angell of Yale, Henry Noble MacCracken of Vassar, and Ellen L. Pendleton of Wellesley gave their best wishes to the new president; and at lunch Dean Gordon J. Laing, a close friend and associate at Chicago, wittily extolled Miss Blunt's powers of persuasion and accomplishment.

Her inaugural address was characteristic: it indulged in no educational profundities and made no extravagant promises. Instead she pledged herself in her usual forthright style:

> You have all had the experience which is mine at present. You have had a new piece of work to do, and you have been told that you can do it. I pledge to do my best for Connecticut College and for its future.

### *New Buildings and the Connecticut Arboretum*

Through the years Katharine Blunt has come to be known primarily as "the great builder" because of the impressive fact that she more than doubled the number of buildings on campus. At that time buildings were the basic need; without them the academic development of the College would have been stunted.

A crucial event was the opening of Fanning Hall in the fall of 1930. Standing commandingly at the top of the entrance hill, it was designed by Charles A. Platt, architect of the library and later of the Lyman Allyn Museum. It provided a lecture hall seating 200, thirteen smaller classrooms, thirty-three offices for faculty and administration, and commons rooms for faculty and commuters. New London Hall was thus freed for its original purpose as a science building; it now housed all the sciences, with Fine Arts, the only interloper, enjoying its bright studios on the top floor. Space in the library which had been commandeered for classes was also released for the library's own needs. Characteristically, Miss Blunt told students the story of Mr. Fanning, both to show his generosity and to illustrate success through earnest work:

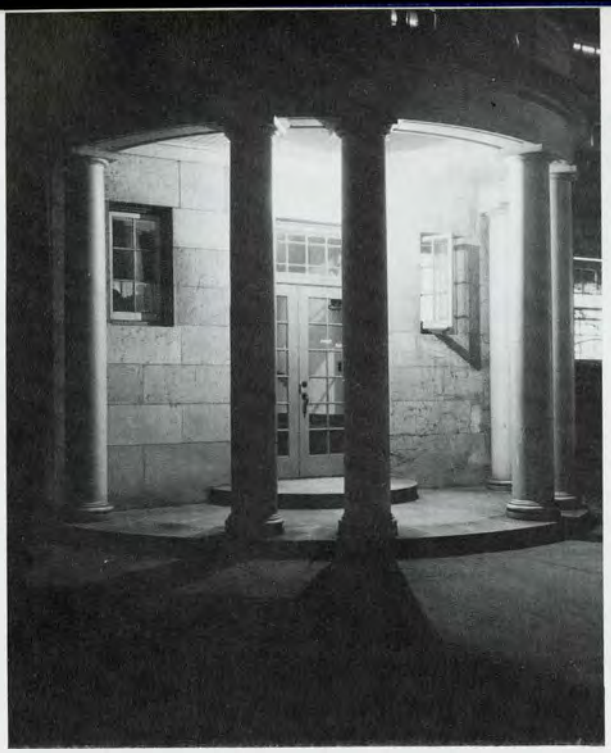
> David Hale Fanning was born one hundred years ago in Jewett City, twenty-five miles north of New London. His childhood was by no means easy, for he was one of nine children and he lost his father when he was only seven. He received a public school education but longed for better things. So at the age of sixteen, with $2.50 in his pocket, he left his home and went to Massachusetts. There he filled various positions till 1861, when he organized the Royal Worcester Corset Company, of which he was president and active manager until his death in 1926 at ninety-six years of age.
>
> He became interested in the College chiefly

Ground-breaking for Fanning Hall, 1929
Constance Green '30, President of Student Government, President Blunt, the Rev. Paul Laubenstein, and Judge Christopher Avery, Trustee

Fanning in Spring

ABOVE LEFT Windham Seen from the West
ABOVE Dedication of Mary Harkness House, October 29, 1934
LEFT Mary Harkness House
BELOW Dining Room with Portrait of Mrs. Harkness

Governor Wilbur L. Cross, Trustee, Mrs. Harkness, President Blunt, and Student Hostess



Entrance to Windham

After Dinner in Windham Living Room

through his friend, Mrs. Rienzi Robinson, a warm supporter of the College from its initiation and herself the donor of the Robinson Scholarships. He gave smaller sums during his lifetime, and in his will bequeathed to Connecticut College one-fourth of the residue of his estate.

Housing needs also received prompt attention. When President Blunt came, 250 students, including most freshmen and about half of the sophomores, were living in off-campus houses; and the dormitories were desperately crowded. The opening of Windham House in 1933 was an occasion of unusual joy, both for the additional spaces provided and for the culmination of a nineteen-year effort by devoted friends of the College. Residents of Windham County had held their first meeting as early as July 29, 1914 and had contributed to the fund steadily through the intervening years. Shreve, Lamb, and Harmon of New York, the architects of the Empire State Building, were chosen to make this a very special building. Like Knowlton, it was designed to perform a double function; besides housing about seventy-five fortunate students, it would serve as social center for informal occasions with its two attractive living rooms. Miss Anna Van Eps Burdick was brought to campus as gracious hostess for college events and efficient housefellow. Meetings, discussions, and musicales were held in the large living room and added much to the intimacy and vitality of daily college life.

Meanwhile Mary Stillman Harkness (Mrs. Edward S.), whose summer home was nearby, had offered to give a dormitory; and in 1934 Mary Harkness House was opened on the west side of campus with a housing capacity similar to Windham's. During the planning of that dormitory, Miss Blunt and Mrs. Harkness had frequent talks and became fast friends. According to their thinking, the ideal dormitory would be:

> A place to stretch one's mind and to help it grow, by long hours of reading and thinking and by stimulating talk with friends.

ABOVE LEFT Windham Seen from the West
ABOVE Dedication of Mary Harkness House, October 29, 1934
LEFT Mary Harkness House
BELOW Dining Room with Portrait of Mrs. Harkness

Governor Wilbur L. Cross, Trustee, Mrs. Harkness, President Blunt, and Student Hostess

A place to make friendships that will last, with a basis of common thoughts and experiences, with generous give and take.
A place to play and have fun.
A place for the thoughtful solitude that gives serenity and keeps one in touch with one's sources of inspiration.
A place, in short, to make happy and worthy members of the college community and of the communities to which they will go.

(President's *Report*, 1934)

With the addition of these two large dormitories, President Blunt was well on her way to one of her primary goals, bringing all the students on campus and thus unifying the College and giving equal opportunities to all.

Another project, of interest throughout the state and beyond, was the development of the Arboretum on plans drawn by the College's landscape architect, A.F. Brinckerhoff of New York. When Dr. George S. Avery came to the College in 1931 as chairman of the Botany Department, he set about, with the support of the Federated Garden Clubs of Connecticut, to make the area "a laboratory for students and a museum for horticulturists." The goal was to establish a complete collection of trees and shrubs native to Connecticut. In October, 1933 representatives of the garden clubs and the forest and park associations of the state, "all vitally interested in the conservation program of the Arboretum," took part in the dedication. Already the Arboretum could boast nearly 5,000 species of native trees and shrubs and could offer seedlings and young trees to garden clubs for civic planting.

The Arboretum Association was formed and issued its first bulletin in January, 1934 with the challenge: "This is the three hundredth anniversary of Connecticut. Three hundred years hence should see the Arboretum filled with monarchs of the forest, the finest of their kind, a joy to contemporaries and a thrill to study." As a final step, the Connecticut Daughters of the American Revolution gave funds for the impressive entrance with the long, stepped approach lined with mountain laurel and red cedars and looking toward the enlarged lake beyond. The Arboretum became an important institution in its own right and as early as the summer of 1935 attracted 3,550 visitors from forty-one states and seven foreign countries.

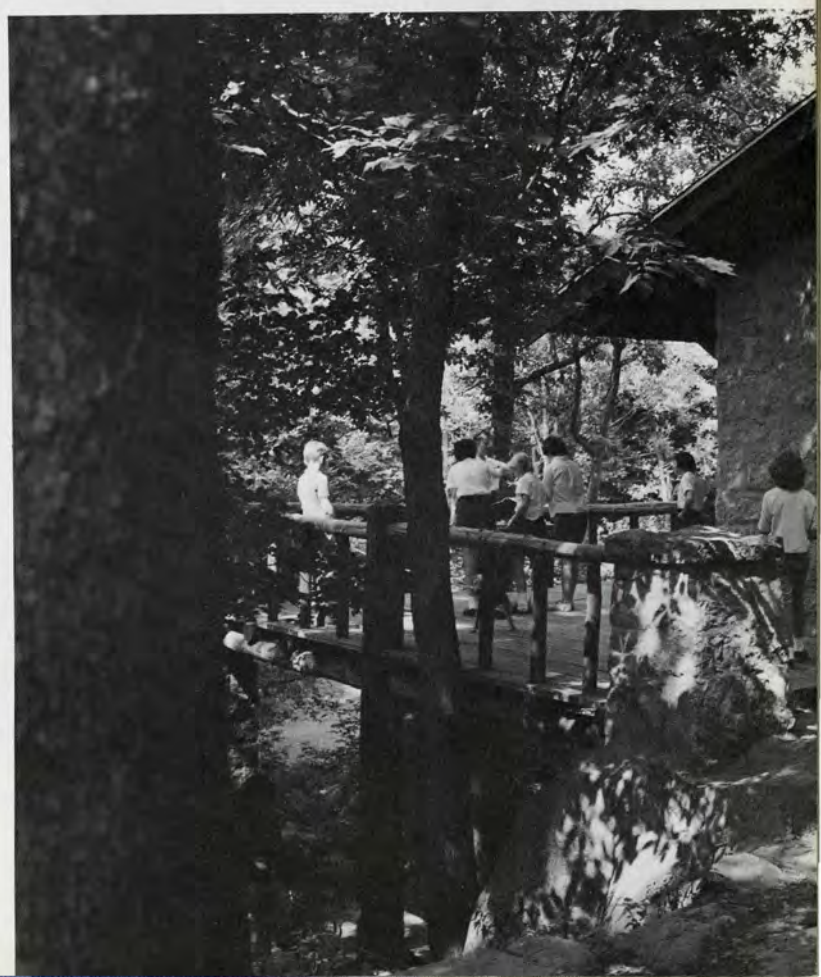
Dedication of Washington Entrance to Arboretum, 1932

Meanwhile Frances S. Buck '32 and her mother made their gift for an outdoor theater and a lodge. On October 29, 1934 several departments of the College cooperated for an impressive initiation of the lovely amphitheater with the background of the lake. Milton's masque, *Comus*, was produced with the original music by Henry Lawes and with period dancing, in commemoration of the three hundredth anniversary of the first performance at Ludlow Castle, Shropshire.

ABOVE The Lake and the Stage of the Amphitheatre

BELOW The Modern Dance Group Performs, 1937

RIGHT Buck Lodge



*Academic Prestige*

Though President Blunt fully deserves recognition as a great builder, she was equally concerned for academic progress. Some important events marked the constantly increasing prestige of the College in academic circles.

On April 16, 1932 the College hosted the Third Annual Student Science Conference of the Connecticut Valley Colleges with 400 student participants. On that occasion, through the gift of Gloria Hollister '24, Technical Assistant to the Bermuda Oceanographic Expedition under Dr. William Beebe, the students were enabled to present a novel exhibit. Gloria had sent to the Zoology Department a sample of "ooze, composed of thousands of minute forms of sea life dredged from a depth of over a mile and a half, on a trawling trip of the expedition." With this unique gift the advanced Zoology classes prepared a sensational exhibit of microscopic deep-sea life.

Faculty Science Group, 1932
In top row, note Miss Buck, Dr. Leib, Dr. Botsford, Dr. Avery; second row, Dr. Daghlian, Miss McKee, Miss Burdett, Dr. Chaney, Mr. Kinsey, Miss Hausman; in third row, Miss Barrows, Miss Witters


Gloria Hollister '24 in Bathysphere used on Dr. William Beebe's Expeditions

Shortly after Miss Blunt's coming the faculty voted to offer a limited graduate program. Alma Luckau was accepted as the first student and won her Master's degree in History and Political Science in 1933. The following years brought a few graduate students, usually as part-time laboratory assistants; but the program did not gather momentum until some years later.

Concerned also with the intellectual growth of the faculty, President Blunt made it her practice from her first annual report to list their publications in the conviction that "Research gives increased vitality to teaching." The faculty, indeed, included a large percentage of productive scholars who participated in learned societies in their respective fields and who attracted promising younger scholars to their departments.

The achievement which most gratified Katharine Blunt and the College was undoubtedly recognition by Phi Beta Kappa. President Marshall had paved the way by inaugurating in 1926 the New London County Association of Phi Beta Kappa, which brought scholarly speakers to the community, and by establishing the Winthrop Scholars in 1928. By her convincing presentation of the College's achievements, President Blunt won acceptance for the College at the triennial meeting of the United Chapters in September, 1934. At that time 112 colleges, almost all senior to Connecticut, were applying for membership; and only four were accepted. The reasons for such early acceptance were listed by the Qualifications Committee as follows:

> A strong college of liberal arts and sciences; a well trained and ample faculty productive in scholarship and stimulating as teachers; excellent relations with the city and state; emphasis upon honors work and other means of encouraging scholarship; excellent library; excellent financial condition; excellent administration; strong nucleus of Phi Beta Kappa members on the faculty.

The installation of Delta Chapter of Connecticut took place on February 13, 1935 in Knowlton salon with visiting educators and representatives from all the women's college chapters in New England. Greetings were given by Yale, Trinity, and Wesleyan; and President David Robertson of Goucher, chairman of the Committee on Qualifications, gave the main address.

Members in course from the Class of 1935 were initiated as follows: Geraldine Coon, Sylvia Dworski, M. Elizabeth Gerhart, Audrey LaCourse, Mabel Spencer, and Letitia Williams. Several trustees and faculty members were honored: Dr. Marian Payne Whitney, trustee, as Honorary Member; and Dean Irene Nye, Professor Herbert Kip, and Bursar Elizabeth Wright as Foundation Members. A group of graduates with outstanding careers were made Alumnae Members: Esther Batchelder '19, Ph.D., Columbia, associate professor of Home Economics, University of Arizona; Charlotte Keefe '19, A.M., Columbia, associate director of the Dalton Schools; Mildred Howard '20, A.M., Columbia, associate professor and head of the Physical Education Department, Mount Holyoke College; Elizabeth Laine '20, Ph.D., Yale; Jennie Hippolytus Celentano '21, M.D., Yale, school physician of New Haven; Ella McCollum Vahlteich '21, Ph.D., Columbia; and Lucy McDannel '22, LL.B., Yale.

According to Phi Beta Kappa regulations, alumnae could be admitted thereafter only on the basis of distinguished careers. At this time, however, the faculty voted to retain the Winthrop Scholars as the College's highest honor, to be given only to students who attained Phi Beta Kappa on the basis of three years' standing. As Miss Blunt pointed out, "The number from each class will therefore be fewer, the honor be greater."

The President's *Report* dated September 30, 1935 and proudly headed "The Present State of the College" attempted a comprehensive evaluation. Considering first academic purposes, President Blunt asked, "How Can Students Acquire Intellectual Independence?" In partial answer she pointed to the increase in Independent Study and seminars and to the new alternative Honors Program, which permitted seniors to substitute an Honors paper and a comprehensive examination for one course. Next she asked: "Is There a Central Interest of the College?" and gave as her answer: "...to educate our young women to a competent active interest in community affairs;...to educate for better citizenship or for public affairs in professional capacities or as private citizens." These two convictions—the importance of independent work and the direction of education toward public service—were carried into vigorous action throughout Miss Blunt's presidency.

Jane Addams and Hull House Child

*Educating Women for Public Affairs*

A stimulating conference on the education of women for public affairs was held on campus in the spring of 1935 with participants from fifteen women's colleges and with Dean Virginia Gildersleeve of Barnard as keynote speaker. One session discussed the question, "What must the graduate carry away from her college?"; and Miss Blunt in her *Report* passed on her notes on the discussion:

1. Solid knowledge (not gained chiefly in ivory towers')
2. A trained mind
3. Awareness of to-day
4. The power to mix and cooperate with people of all classes
5. Motivation (emotional drive and an urge to service)
6. Hopefulness (not sophisticated pessimism)

As a demonstration of her goals, President Blunt took pains to bring to campus an array of distinguished women. At her first Commencement in 1930, Jane Addams, introduced as "nationally and internationally known as perhaps the ablest woman in America," spoke on "Women in Modern Social Movements." In the quadrangle under "an enormous canvas," Miss Addams preached the gospel of education and public service. "The new generation," she said, "is characterized by a widespread effort in the fields of education and public health but above all by a marked increase of interest in world affairs." Other prominent women who came to campus, usually spending time with students as well as giving formal addresses, were: President Mary Woolley of Mount Holyoke, speaking on disarmament; Mrs. Lillian Gilbreth; Frances Perkins; Amelia Earhart; Judge Florence Allen of the Ohio Supreme Court; Dr. Alice Hamilton on "War and Disease"; and, later, Eleanor Roosevelt and Vera Micheles Dean.

In the curriculum this concern with public affairs was reflected in two new courses taught by Florence Harrison, Lecturer in Political Science. Long associated with the National League of Women Voters, Miss Harrison was well qualified to teach Practical Approaches to Problems of Citizenship and Problems for Civic Workers. A further constant reminder of the new careers for educated women was the Institute of Women's Relations in Woodworth House, with Mrs. Chase Going Woodhouse of the Economics Department as director and an overflow staff in Blackstone basement. This Institute issued many publications, such as *Trends in Women's Occupations* and a quarterly magazine, *Women's Work and Education*, and became an important center for counseling on careers and the job market.

*The Twentieth Anniversary, 1935*

The twentieth anniversary of the opening of the College was marked by a happy celebration on Alumnae Weekend, October 11–13, 1935, and by the inevitable stock-taking. The "Pageant of the Tree," written and directed by Catherine Oakes of the English Department, presented in a light vein local scenes in women's education from Nathan Hale's early morning classes for girls in the little red schoolhouse to the founding of the College. The college motto, "As a tree planted by the rivers of waters (that bringeth forth its fruit in its season)," formed the theme, while the episodes showed the transformation within a few years of the bare hilltop into a progressive institution sending its young women out to lead purposeful lives all over the country. Reminiscences of early days were shared by Harrison B. Freeman, Chairman of the Board; F. Valentine Chappell, Chairman 1915–1920; Dean Irene Nye of the original faculty; and Marenda Prentis, first president of the first class.

The evening program focused on the basic academic issue, "The Education of College Women of Today," with President Henry Noble MacCracken of Vassar as speaker and a lively discussion following. The College took this occasion to acknowledge its debt to some of the leaders who had brought it to its present status. Honorary M.A. degrees were conferred on the five living incorporators—Colin S. Buell, Mrs. Mary Clark Mitchell, Miss Mary N. Partridge, Mrs. Frances Scudder Williams, and Miss Elizabeth C. Wright—and on three other original trustees—F. Valentine Chappell, William H. Reeves, and Miss Louise C. Howe. In her report of the occasion Miss Blunt concluded with a note of personal pride: "I am going to yield to my desire to quote one pleasant sentence of President MacCracken, 'Do you realize that Connecticut College probably has the most beautiful college site in the world?'"

The alumnae program for the big weekend included a Fireside Poetry Reading by Anna Hempstead Branch, local poet and friend of the College, on Friday evening, picnic breakfast on Sunday at the Hemlocks, and a religious service in the Outdoor Theatre. Two publications further dignified the occasion: the *Anthology of Connecticut College Poetry*, edited and published by the Winthrop Scholars and *Conference on Education for Public Affairs*, a report on the conference of college presidents previously described.

Despite the restraints imposed by housing, the College had been steadily growing. As early as 1931 Connecticut had been designated an "intersectional college" in a study by professors from Rutgers and Antioch colleges. These scholars listed only 10 of the 363 colleges studied as "national" (*i.e.*, with three-fourths of the states represented in the student body) and 24 as "intersectional" with other categories as "sectional" and "state." Dr. Leib, Director of Admissions, commented laconically: "With only sixteen years of growth and even less when the study was made, it is interesting and rather surprising that the College has developed this wide distribution of students." The College began its twentieth year in the fall of 1934 with 630 students of whom 75 were com-

muters. Distribution was as follows: Connecticut, 32.9%; other New England states, 13.8%; Middle Atlantic, 34%; North Central, 12.5%; and South and West, 6.8%.

The Alumnae Association showed a proportionate gain. With the class of 1931 graduates had passed the thousand mark, numbering 1,124; and by 1935 there were 1,581 graduates and seventeen chapters of the Association. The concept of a Graduate Secretary to handle undergraduate organizations and alumnae affairs was no longer feasible, and the last two to hold that position (Elizabeth Gallup 1928–1929 and Janet Boomer 1929–1930) struggled heroically to keep up with the increased demands on both levels. In 1930 a full-time Alumnae Secretary was appointed to keep alumnae in touch with campus developments and to coordinate club and reunion activities. Edith Low '26 was the first to hold the new position (1930–1931), succeeded by Dorothy Feltner '30 (1931–1933). It was Kathryn Moss '24, however, who developed the office from 1933 to 1957 and was able to bring continuity and long-term planning to alumnae affairs.

Practical Gardening in the Greenhouse, New London Hall

Kathryn Moss '24, Alumnae Secretary

The library collection had grown at a phenomenal rate. By June 30, 1935 there were 65,168 volumes (of which 5,275 were added during the year), 16,700 government and state documents and other pamphlets, and 498 periodicals regularly carried. Circulation for the year reached 19,454 volumes in addition to the extensive use of 2,458 volumes on reserve.

For the scientists, the great addition was the new Plant Hormone Laboratory and Greenhouse made possible by a grant of $10,000 from the Rockefeller Fund matched by the College. This new laboratory, with special equipment provided by a grant from the American Association for the Advancement of Science, stimulated pioneer research on the hormones of plants.

A pleasant innovation was Fathers' Day, held for the first time on May 18, 1935. The 136 fathers, many accompanied by other family members, enjoyed the weekend. They visited classes, played baseball with their daughters, and received a special report from President Blunt on the state of the College.

Among the rare gifts of Katharine Blunt was her keen financial sense; and she took special pride in the section of her 1935 *Report* headed, "Our Sound Financial Condition." Coming in the depression, she had found finances in a crisis; and the year 1931 ended with a surplus of only $505. The following year the surplus increased to $17,892, though with a capital indebtedness of $130,000, which she set out to reduce. Her 1933 *Report* showed "a better year financially"; and she could write:

> The large floating debt...is now completely paid off, and we got through the entire year without further borrowing and without cutting salaries or curtailing academic activities—an achievement and a great relief.

In 1935 she reported:

> We are paying off the last of our mortgages, carried since the early days of the College; and in spite of a fairly heavy capital expenditure, $93,324, we came through the year without borrowing.... We have also been able slightly to increase a few faculty salaries and to add one instructor, to increase the appropriations for the library and for educational equipment, and to buy our small organ.

The *Report* closed, however, with characteristic caution:

> I am always a bit troubled when I speak of our financial condition as 'sound,' for the fact that we cut our garment to fit our cloth does not mean that we have enough cloth for a satisfactory garment. We are sharply limited constantly. The reasons that we can live with 89 percent of our general income from student fees and only 8 per cent from endowment, are our careful economies, the small number of our non-income-producing buildings with heavy overhead, and the fact that our dormitories, which yield a net income, really are equivalent to an addition to endowment. But further endowment is almost essential for proper functioning.

## The College Advancing, 1936–1940

President Blunt's report for 1936 was aptly entitled, "*The College Advancing*." It introduced a period of extraordinary growth. Buildings doubled in number and spread north, south, east, and west. Noted scholars joined the faculty, and capable students applied in unprecedented numbers. Not only the drawing power but the academic prestige of the College rose to new heights. In all this expansion, however, President Blunt kept her priorities, and the College's, unmistakably clear, reiterating that "Buildings and the intellectual life must have parallel growth; buildings are only the means to increased intellectual attainment."

### *The Great Builder*

In October, 1936 the campus paper carried the sensational headline: "President Blunt Proposes Twelve New Buildings in the Near Future"; and, incredibly, this was not a list of desiderata but a working agenda. Construction went on at top speed; and in the peak years, 1939 and 1940, six major buildings were rising simultaneously. In her office Miss Blunt kept a special shovel at the ready, and each new ground-breaking saw another bright brass band on its handle.

Miss Blunt continued to show foresight and courage in the financial realm. She introduced a system of annuities whereby friends of the College over the age of fifty could deposit a sum which would bring them a life income while the College could use the principal for building dormitories. In the course of her administration this scheme brought in the considerable sum of

$234,250. Pointing out that dormitories were "income-producing," Miss Blunt convinced the trustees to borrow supplementary funds and, when this policy proved practicable, to borrow further to erect more dormitories. A remarkable aspect of this program was that buildings planned in the early spring were actually ready for occupancy in September.

Major buildings dating from this period were: the Frank Loomis Palmer Auditorium and Frederic Bill Hall in 1939; Harkness Chapel in 1940; and extensive additions to Palmer Library in 1941. The old Bolles cottage near the west entrance was remodeled to become the Nursery School in 1938, and in the same year Buck Lodge was opened in the Arboretum. As the number of off-campus students decreased, Holmes Hall was gradually turned over to the Music department, which by 1940 was using the whole building.

The high point in this period of expansion was the bequest in 1936 of Miss Virginia Palmer, which had been planned with her sister, Theodora, who predeceased her, for an auditorium. In order to place such an important building on just the right site, the trustees commissioned the College architects, Shreve, Lamb, and Harmon, to draw up a master plan for the campus, anticipating future developments. As the depression began to recede, gifts and annuities came flowing in; and Miss Blunt was ready with her plan and her shovel.

Hillyer Gymnasium had long since proved absurdly inadequate for campus activities, and the prospect of an auditorium brought new vitality to the College. The Misses Palmer had a dual purpose in their munificent gift: to honor their father, Frank Loomis Palmer, long-time trustee of the College, and, as public-minded citizens, to provide a building which would prove "a Continuing Benefit to the College and the Community."

Palmer Auditorium was first used for Commencement, 1939 and at once stimulated an enriched cul-


The Frank Loomis Palmer Auditorium

Expanding Palmer Library, 1941

tural program. That year the concert series, which had been suspended for lack of an appropriate auditorium, was resumed with a list of greats: John Charles Thomas, the Ballet Russe of Monte Carlo with Danilova, the Kolisch Quartet, Myra Hess, and Efrem Zimbalist. Plays and dance programs multiplied, and townspeople could be accommodated on the increasing occasions when national figures came to speak. A clinic for speech work was established as well as a radio center which would broadcast programs to the campus and the surrounding towns. Perhaps best of all, the seating capacity of 1,330 allowed the College to come together for opening sessions and "Amalgos" and to hold Commencements in an appropriate setting. For several years they had taken place in the quadrangle in a tent open to the winds and rains and erratic in acoustics.

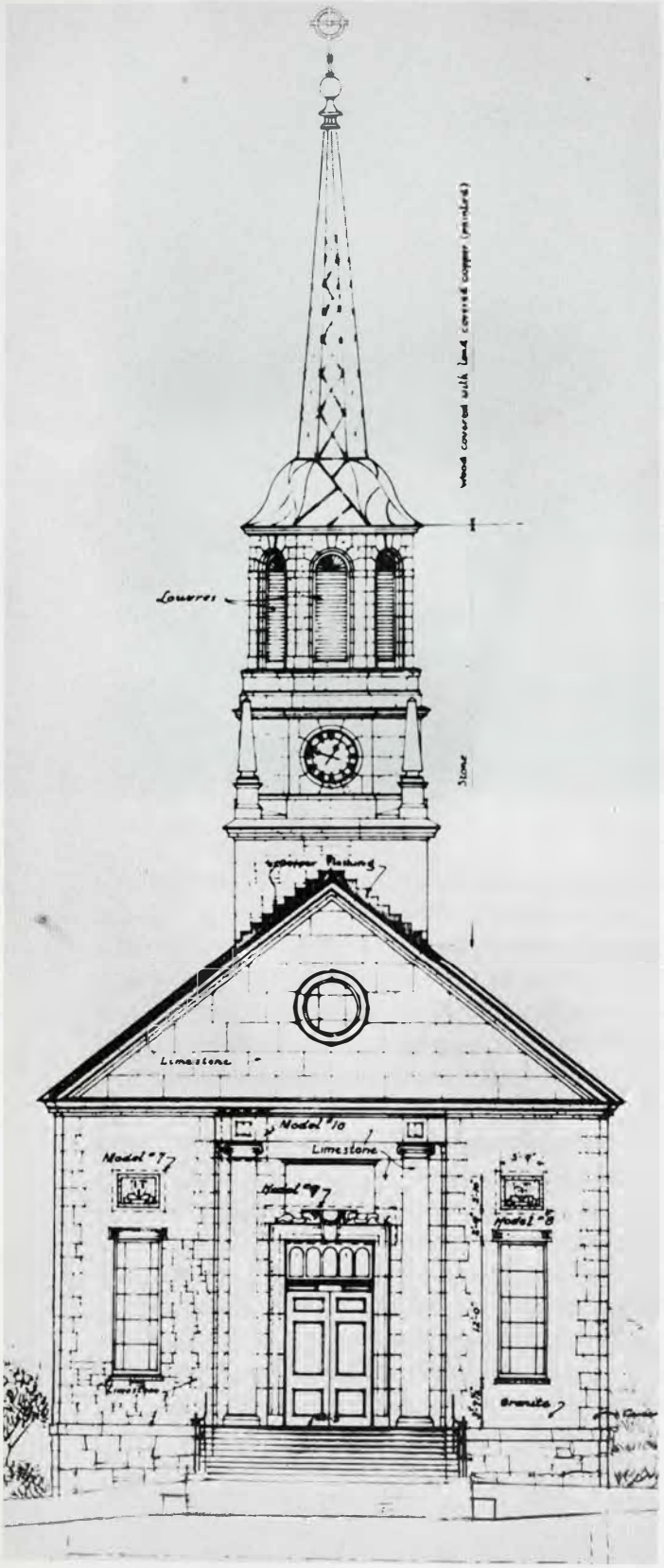
Another milestone—and another Palmer family benefaction—was the expansion of the library by the addition of two wings and a large stack section at the rear. When George S. Palmer, brother of Frank and president of the Board from 1921 to 1931, made the original gift, he asked the architect, Charles A. Platt, to draw up plans for later expansion; and in 1931 he contributed $100,000 for the addition. Although Mr. Platt's sons were invited to serve as associate architects, it proved more practicable for Mr. Harmon of Shreve, Lamb, and Harmon to make the drawings. The façade including the wings, however, carefully followed the original design approved by the Palmers. The Palmer gift, which had accrued to $150,000, supplemented by a $40,000 grant from the Carnegie Corporation, provided five levels of stacks, spacious new reserve and reference rooms, seminars, seats for 300

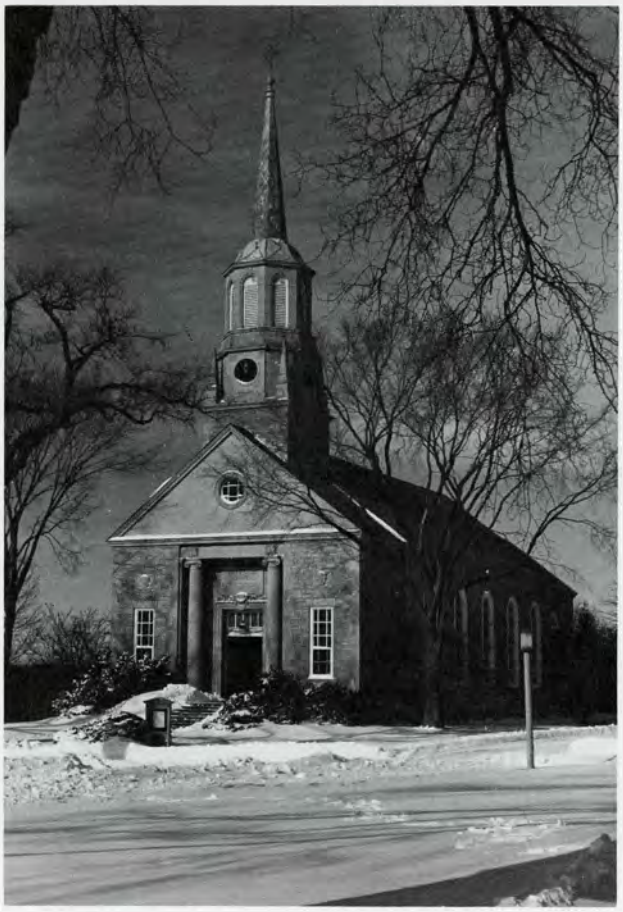
readers, and 96 carrels for seniors. The enlarged library, with a collection of 90,000 books, had space for 175,000 more in the open stacks and 25,000 more in the reserve and reference rooms and was designed to meet the needs of the next twenty years.

At the brief ceremony on May 9, 1942 several members of the Palmer family were present to enjoy the culmination of the long-planned project. Bernhard Knollenberg, Connecticut trustee and university librarian at Yale, was the main speaker. Miss Lavina Stewart, College Librarian who was retiring after eighteen years, remarked somewhat ruefully that Palmer was now "really a new library with excellent facilities in every department."

Another urgent academic need was for classrooms and laboratory space. A gift by Mrs. Julia Avery Bill of Groton in memory of her husband, Frederic Bill, was used for a second science building. Its first floor provided classrooms, offices, and a lecture-demonstration room seating 150. Psychology, Physics, and Astronomy, and temporarily Art found new quarters on the upper floors. In this move New London Hall and Fanning acquired more space, New London for the biological sciences and Fanning for administrative offices.

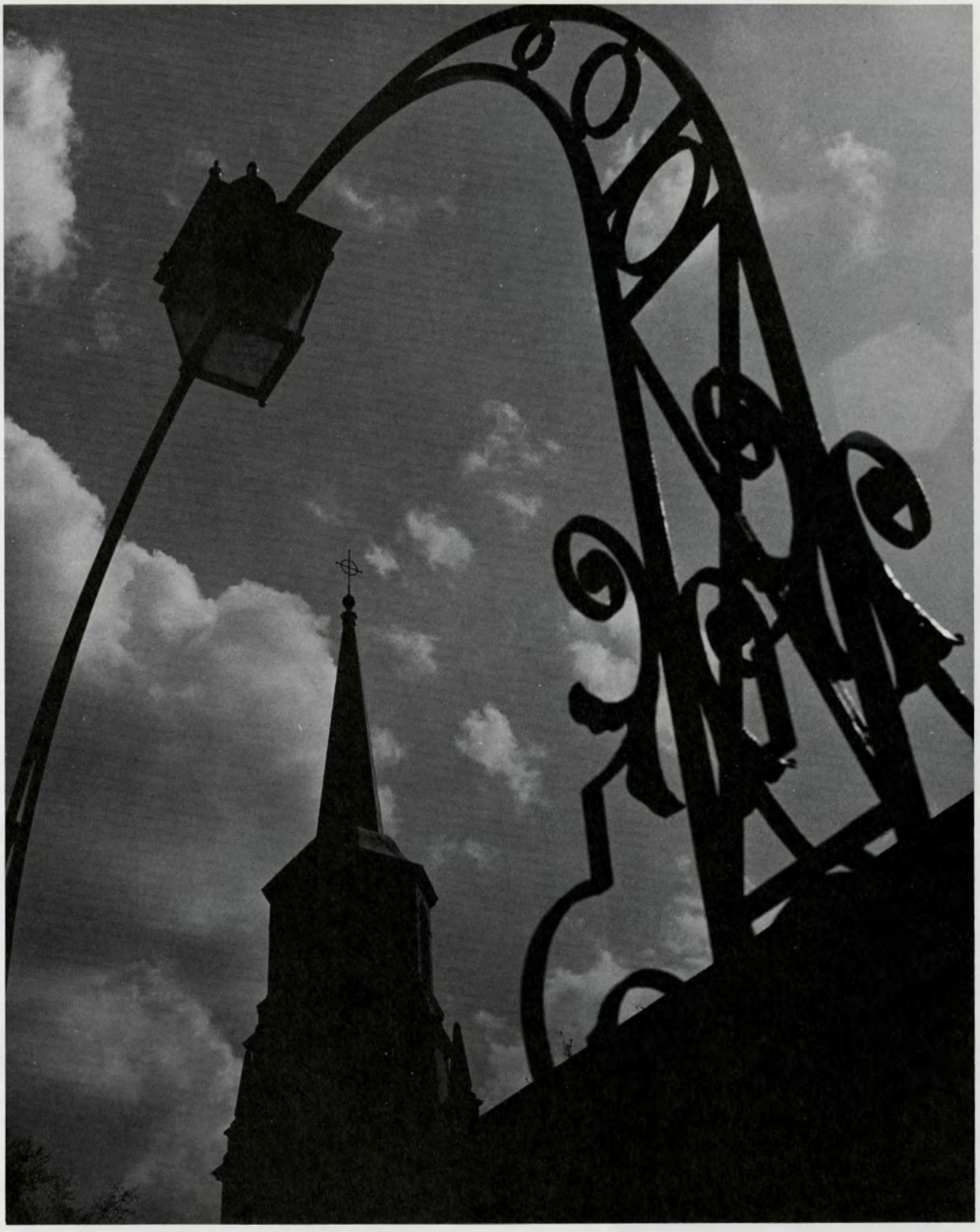
Meanwhile Mrs. Harkness, who made frequent visits to "her dormitory" and took a keen interest in campus life, had become concerned that there was no center for religious studies and activities. To design Harkness Chapel she chose James Gamble Rogers, the architect of the hour, well known for the Sterling Library and the Harkness Quadrangle at Yale and the Columbia University Library. Located at the west entrance to campus, the Chapel with its beautiful

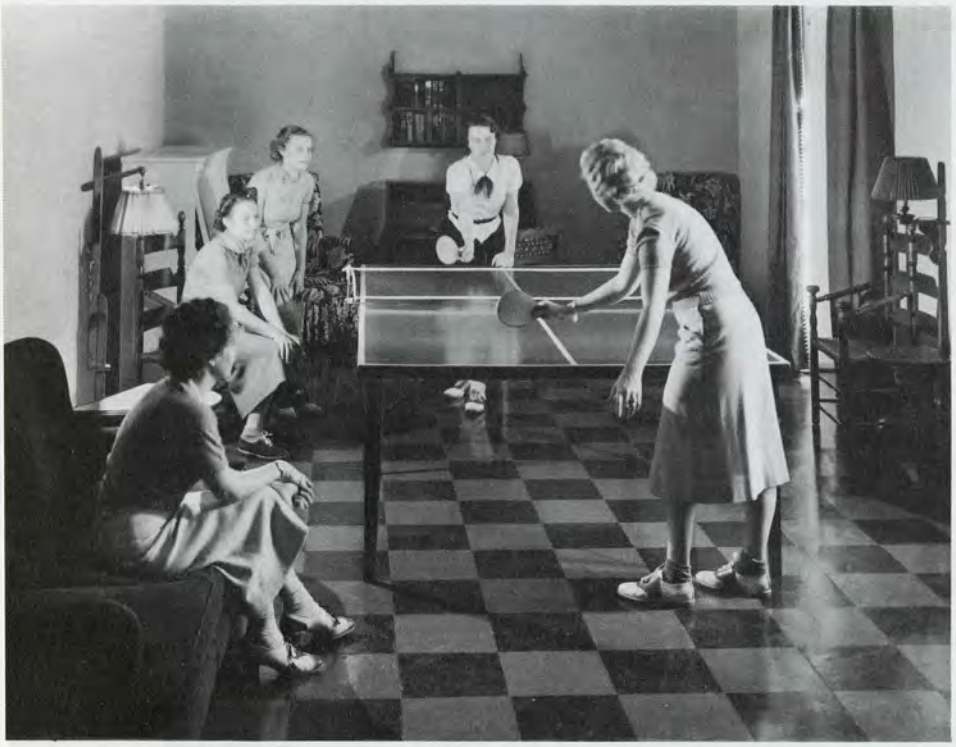


Harkness Chapel

spire and stained glass windows became a striking symbol of the spiritual life of the College. On January 14, 1939 it was consecrated, with the Rev. Henry Sloane Coffin, President of Union Theological Seminary, as speaker; Professor J. Lawrence Erb playing the specially designed Austin organ; and the choir initiating their new plum-colored robes and caps. Besides the sanctuary seating about 450, the building contained a browsing library, a choir room, the chaplain's study, and a suite for visiting preachers. From its opening the College had been privileged to hear eminent clergymen; but now there was an inspiring setting for services as well as rooms for meditation, discussions, and Religious Fellowship meetings.





ABOVE LEFT AND RIGHT Freeman and Jane Addams Houses
LEFT The Game Room in Jane Addams
BELOW LEFT Grace Smith and Burdick Houses
BELOW Emily Abbey House on Boat Race Day, 1940

Along with this phenomenal growth in public buildings, Katharine Blunt at last fulfilled her ambition to bring all resident students on campus. In 1933 freshmen were still living in fourteen off-campus houses, but by the fall of 1940 all were housed in dormitories. Jane Addams House, named "in honor of one of the country's greatest citizens," was erected on the lower west campus in 1936 with spectacular views out to the harbor. A bronze plaque in the living room bore a likeness of the great woman with one of her characteristic sayings: "To make progress requires great patience, freedom from any spirit of hate or revenge, and the unremitting and never-ending search for the truth." 1937 House (soon renamed in honor of Harrison B. Freeman, chairman of the Board from 1931 to 1942) was erected as counterpart of Jane Addams. These were the first dormitories on the new plan, Miss Blunt having decided that it was most efficient to construct pairs of dormitories with common kitchen facilities. Two somewhat smaller twin dormitories—Grace Smith, named for its donor, Grace Ellis Smith of New Britain, and East House (later renamed in honor of Dean E. Alverna Burdick) opened a new section of campus to the north in 1940. It was Smith-Burdick House that finally brought all students on campus. In 1939 a $50,000 annuity from Mrs. Emily Abbey Gill of Springfield built the first cooperative house designed for that purpose on Mohegan Avenue near Vinal Cottage and overlooking the Caroline Black gardens and the river.

Nor was faculty housing overlooked. Each year newcomers were experiencing more difficulty in finding convenient homes, and fewer single women were available to serve as housefellows. In 1939 the first faculty apartment house, dubbed "Independence Hall" by its occupants, was erected on Mohegan Avenue just south of Emily Abbey. At the northern extreme of college land, North Ridge came into being with six homes of different but harmonizing styles for senior faculty.

Contemplating all this remarkable expansion, President Blunt was pleased but careful to maintain the College's perspective:

> All of these buildings are being erected, not for their own sakes nor even to increase the beauty of our particularly lovely hilltop campus. They are the means of helping in the education of the young women for whom the College lives. It is the faith of our donors in young people and their belief in the part women are playing and will play in the future, that have brought us this conspicuous advance in buildings.

Nature, however, interrupted all this progress with an unheard of catastrophe, the hurricane of September 21, 1938. The College had become inured to "line storms" during Freshman Week, but on the first day of classes that fall the College and the city found themselves without warning directly in the path of the famous hurricane. The walls of the auditorium then under construction collapsed, the slate roof of Knowlton peeled off, the giant smokestack toppled, the wooden observatory blew away, dormitories were stripped of their ivy, and there were innumerable other losses.

The hero of the hurricane, as of many other emergencies, was Business Manager Allen B. Lambdin, who, by a stroke of luck or some psychic influence, had just taken out wind damage insurance, paying a first premium of $72. The insurance company now paid handsomely with a check for $41,400, consoled by the fact that Connecticut College had given them a perfect case for advertising.

The campus, which became a haven for benighted motorists, had its problems with heating, water, and food; but Mr. Lambdin, with the psychic force still operating, located a new smokestack and accomplished the feat of bringing it from New Haven over roads considered impassable. By ingenious devices he produced a limited water supply, while Miss

CONNECTICUT COLLEGE
NEW LONDON, CONNECTICUT

September 24, 1938.

TO THE PARENTS OF CONNECTICUT COLLEGE STUDENTS:

We have tried through the friendly radio and wire services of the Associated Press, Western Union, and the U. S. Coast Guard to send you parents messages of reassurance.

I am happy to say to all of you that with three minor exceptions, students, faculty and staff are unharmed. We have been in touch with the parents of the two students who were slightly hurt. The morale of the students both during and after the storm has been most heartening. We started classes at 8:00 A. M. on Thursday and have kept to our schedule. Students have been volunteer messengers at college and served in other useful capacities.

Great credit goes to the service men of the college who have worked through the nights erecting a temporary stack to replace our heating plant chimney which fell during the storm. By Friday noon the college buildings had heat, water, refrigeration and some lights. The off-campus houses have not been without water at any time. Arrangements were made for trucking food and milk so that there has been no food shortage. All drinking water is boiled.

Considering the destruction by fire, wind and water in the city and the surrounding district, we fared well. We lost parts of several roofs, many of our already too few lovely trees including some of the 250 year old hemlocks, the greenhouse and a part of the auditorium which is under construction.

Be assured that all is well with your daughter here.

Very sincerely yours,

Katharine Blunt

Katharine Blunt
President

The Hurricane, September 21, 1938

Elizabeth Harris, Director of Residence, dealt with the food problems and Miss Blunt got reassuring word out to parents through the help of our Coast Guard neighbors. By nightfall every girl was accounted for, and classes proceeded on schedule the next morning. Girls studied in the halls in the evening sharing their candlelight, and faculty worked wonders making their way to campus between fallen trees and menacing wires.

One loss which could not be put in figures or compensated for was the grove of hemlocks in Bolleswood, many almost two hundred years old; of 130 only 18 remained standing and only 3 survived. In no time new trees were planted in the Arboretum, as well as 400 ivy and Virginia creeper vines around the dormitories and elms and oaks in the bare places. To assist other communities the Arboretum Association sent out seedlings to its affiliated garden clubs all over the state.

*Academic Progress and Changes in Faculty and Board*

What was happening in the academic realm during these exciting years? The General Examination for seniors, covering at least three advanced courses in the major, was introduced with the Class of 1939. Described as "a step toward intellectual maturity," the examination was taken with at least outward calm. Students derived a measure of stoicism from the realization that their friends at other colleges were undergoing a similar ordeal and that such examinations were considered the final step in the initiation of a scholar.

Child Development was introduced as an interdepartmental major with the Nursery School (later Children's School) as laboratory; and courses were offered in Chemurgy (Chemistry in industry), a new field developed by Dr. William Jay Hale, visiting professor. The Auerbach major in Merchandising and Consumer Economics, supported by a gift from the Beatrice Fox Auerbach Fund, continued popular, plant hormone research flourished, and the Art Department was making increased use of the exhibits and lectures at the Lyman Allyn Museum.

For the first time there were retirements of key faculty, as Miss Blunt remarked that "Our college is no longer young"; and replacements and some reorganization followed. Miss Nye, a member of the original faculty and an inspired teacher, had made the College known for its excellence in classical studies and had served as Dean of the Faculty from 1917 to retirement in 1940. President Blunt's eloquent tribute was: "Her life has been knit into the life of the College from the beginning." Her virtues as seen by students were extolled in *Koiné* 1923:

> Miss Nye has an aura of that 'all is now well' feeling. No matter how difficult a situation, academically or morally, you find yourself in, she meets you with a sense of justice and a sense of humor.... In fact, we have secretly nominated our Dean for Vice-president of the Universe!

After retirement Dean Nye wrote her *Chapters in the History of Connecticut College* (1943) with the characteristic motto: "Horas non numero nisi serenas" ("I count only the serene hours"). From her home in Oklahoma City she maintained her friendly interest in the College until her death in 1966 at the age of ninety-two.

In 1930 Dr. Mary K. Benedict was succeeded as Dean of Students by E. Alverna Burdick, another outstanding and dedicated dean. An important administrative post was added in 1937, when the president's office became overburdened with the increasing demands of public relations, publicity, and fundraising. Miss Louise Potter became the first Assistant to the President, and her efficiency and varied talents relieved President Blunt of many such duties.

Dr. John Edwin Wells, Chairman of the English Department since 1917, also retired in 1940. President Blunt said of him, "His scholarly work [as medievalist and bibliographer] has made him and us well

known all over the country." He brought Shakespeare alive for his students and gave them as personal friends Lamb and Hazlitt, Dickens and Thackeray, Ibsen and the dramatists of the Celtic Renaissance. The College was fortunate to find for his successor Dr. Dorothy Bethurum, another brilliant scholar and teacher, with degrees from Vanderbilt and Yale.

The Board also had important changes at this time. Colin S. Buell, who had played a leading role in the founding of the College and had served for many years as Secretary of the Board, died in 1938. In the same year Henry B. Plant died. During his seven years on the Board, he carried on the interest of his father, Morton F. Plant, first president of the Board and donor of the million dollars which had launched the College.

*The Menace of War*

But these years of hope and progress were more and more menaced by the war in Europe. Students anxiously flocked to Assembly talks on current events by Dr. Henry W. Lawrence (History) and Dr. Marjorie Dilley (Government) and participated in discussions with Yale and Wesleyan students and in the annual Collegiate Peace Strikes. They gave generously for medical and other relief "of the suffering people of China" and annually for students abroad. The campus *News* printed the *Anti-War Whoop*, issued by the American Student Union as well as articles debating war or peace. An editorial in the October 18, 1939 issue shows pressure mounting and the mood shifting from isolationism to involvement:

> 'America must stay out of the war' seems to be the battlecry of American youth. No matter what happens in Europe, we must not be involved. What care we if thousands of innocent and helpless civilians are butchered? Let Europe be dominated by the totalitarian countries. It's no concern of ours.
>
> Do you honestly believe that? Do you think that we can stand aloof from the rest of the world and not allow what is crushing them to touch us?

In her opening chapel talk of the 1939–1940 session, President Blunt tried to help students face the situation:

> It is hard not to be oppressed by the war in Europe, hard to keep minds which are filled with the pity and horror of war upon the job at hand. We are fortunate to have work to do at this time in which we believe with all our hearts, and we shall hold to our courage and to our belief in man's progress. We know that, whether or not there is a war, the education of you young people must continue. And education in a democracy is different from that in an autocracy. Your instructors do not say, 'Learn this, believe this.' They say rather, 'Think, analyze, question.' We must adhere to the democratic way of thinking; we must actively practice our democracy while at all times according respect to individual differences.

*The Twenty-fifth Anniversary, 1940*

This middle period of Katharine Blunt's presidency culminated in the celebration of the twenty-fifth anniversary of the opening of the College on October 12–13, 1940. About 250 alumnae and many representatives of other colleges and schools attended. In the main session with the theme, "Expanding Horizons," President Herbert J. Davis of Smith and Dr. Katharine Blodgett of the Research Division of General Electric discussed the broader responsibilities of colleges in the current world situation.

The emphasis of the weekend was not so much on congratulation as on rigorous self-evaluation. What were the College's strengths and weaknesses, and how well were its alumnae and students acquitting themselves? Every administrative and academic department presented reports, demonstrations, or exhibits. The Art Department displayed alumnae and student work in textiles, painting, etching, and photography; Sociology and Economics made ethnic surveys of town and college; and Psychology showed the latest

techniques in testing. The total exhibit of student and alumnae achievement was impressive in substance and quality. Katharine Blunt, the College community, and the guests looked at the record of twenty-five years and pronounced it good.

## The War Years, 1941–1943, 1945–1946

In the last years of her presidency Katharine Blunt faced a new challenge, adjusting the College to wartime. Inevitably every part of the College was affected— its curriculum and schedule, its activities and philosophy. Maintaining balance, President Blunt told faculty and students, was the essential thing; the College must guard the permanent values of higher education while responding to current local and national demands. The Japanese attack on Pearl Harbor, followed two days later by a false air raid alert on the northeast coast, threw students into a state of panic. Sensitive to the students' state of mind, President Blunt devoted her chapel talk on December 9, 1941 to helping them see their education in wartime perspective:

> Throw yourself into your education. You can grow up faster in college than you can outside. I hope you can believe this—you are important and your education is important. Think of the long life ahead of you. Our country needs and will need educated, not half-educated women. Most of all, there will be a great need for women with fundamental firmness of mind; that is, with character.. Have courage then to keep on with your education.

Students kept informed of international developments through informal discussions, the popular weekly talks by Professors Lawrence and Dilley, and frequent visits by prominent persons. In 1940 Lewis Mumford and Reinhold Niebuhr debated: "Can Contemporary Culture Preserve Democracy?"; and in 1941 Vera Micheles Dean speculated on "What Next in Europe?" In 1942 Eleanor Roosevelt came straight from besieged England; and Dr. Carl J. Hambro, President of the Norwegian Parliament, gave his first-hand account of the invasion of Norway. In the same year a symposium on "War Aims and Post-War Reconstruction" brought to campus a group of experts including Professors Frederick Schumann of Williams and Louis Corey of Antioch; Waldemar Kaempffert, science editor of the *New York Times;* and Dr. Paul Tillich of Union Theological Seminary.

### *War Activities*

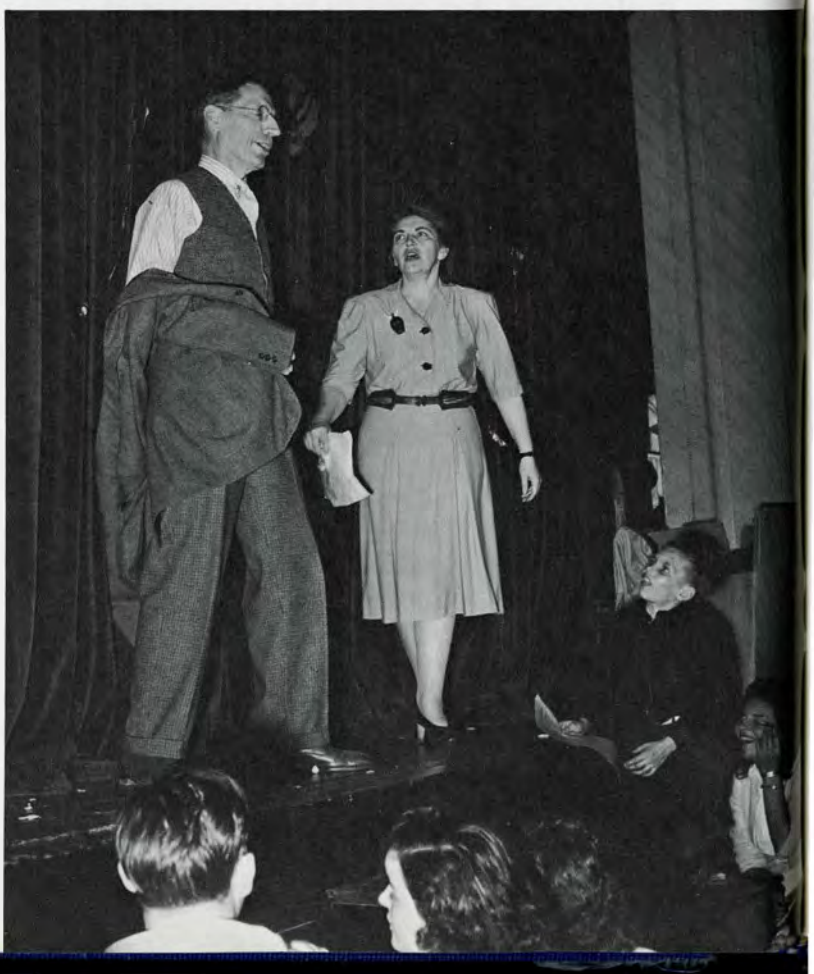
The Faculty Defense Committee, soon renamed War Services Committee, with Miss Dilley as chairman, held a registration for all students to inform them of needed services and to assign them to best advantage. A Red Cross workshop was set up in the Chapel basement where students could knit, sew, or make surgical dressings between classes; and the output was prodigious. The fame of the knitters spread far and wide, as shown by the following letter from a base in the Aleutians:

> Dear Co-eds:
>
> We are just three Yanks up here in the Pacific Northwest who after reading in the Seattle paper about your slogan, 'Remember Purl Harder,' are wondering where all these sweaters you are knitting are going. How do we go about getting one? We think your slogan is fine. We might add: 'Keep the Stitches Flying.'
>
> Sincerely,
> Three Soldiers
>
> P.S. we are all medium size.

Volunteers promptly took care of these soldiers, while others responded to a similar plea for warm socks from soldiers in Iceland.

Some students became nurses' aides in local hospitals, and many attended Canteen and First Aid courses given by the Red Cross. Others took Military Drill with Lt. Norman Horton of the Coast Guard Acad-


A Wartime Show



Auction for War Services
Dean Burdick, Auctioneer and Dr. Jensen Giving his Jacket

Eleanor Roosevelt, Visiting Campus in 1942, Talks with Jean Wallace '43

Dean E. Alverna Burdick

Louise Langdon '37, Red Cross Worker, Cheering Soldiers near the Front

Students Taking Military Drill in Physical Education Program, 1943

emy and, to the strains of "Semper Paratus," passed in dress review before Admiral James Pine, other local officers, and President Blunt, holding herself erect as the daughter of a colonel should.

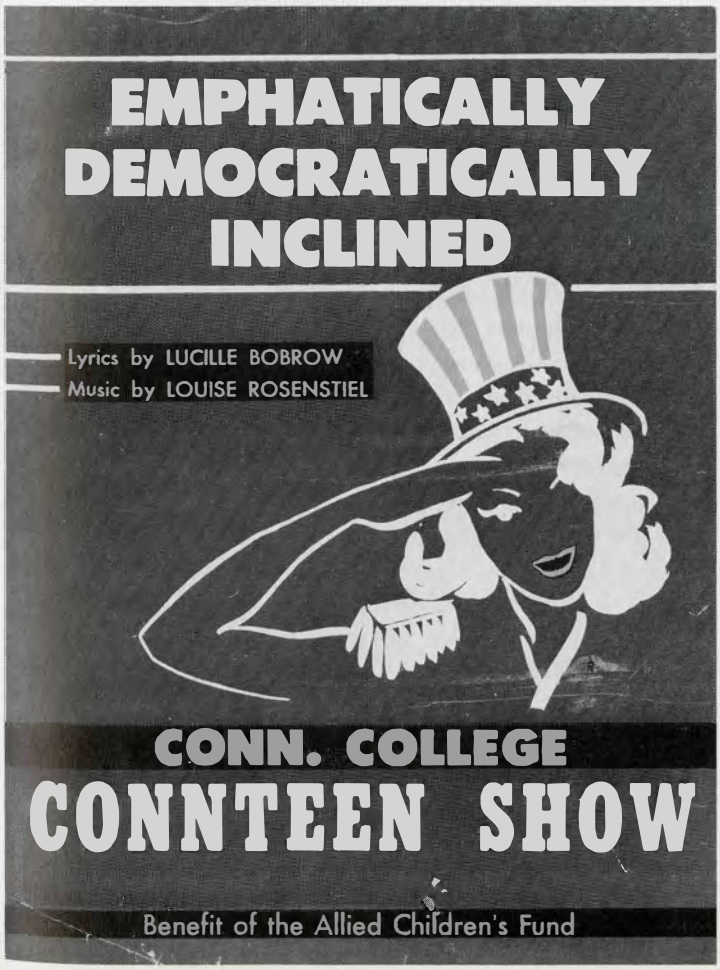
On the social side students served as hostesses at the local USO; and Stage Door Connteen, a troupe of singers and dancers, presented variety shows at Fort Trumbull and the island forts and made a hit wherever they went. The first such show featured Heliodora de Mendonça '43 of Brazil in South American songs and dances, Lynn Thomson '43 in a Conga chorus, and others in "Three Blind Lice." As one student remarked wryly, "The twenty-four hour day was not designed for 'all this' and college too." Louise Rosenstiel '44 and Lucille Bobrow '44 wrote the song, "Emphatically and Democratically Inclined," which netted good proceeds for the Allied Children's Fund. Lucille also won a citation from the Treasury Department for the best script promoting the sale of war bonds.

The College also had two official responsibilities. In April, 1942 the Military Command ordered a dimout of lights facing Long Island Sound to protect coastwise shipping. Because of its location, the College had to comply in all its buildings; and student wardens nightly checked windows and imposed fines on the rare offenders. Also the official aircraft warning station for the New London area was set up on the roof of Bill Hall and manned twenty-four hours a day. After instruction in aircraft recognition four students at a time took over the station in two-hour shifts during the daylight hours.

Financially students were generous to the point of sacrifice. They bought war stamps and bonds at a booth in Fanning and set high goals. In the year

Students as Civil Defense Aircraft Spotters on Top of Bill Hall

Connteen Entertains Service Men with Original Show, 1943




1944–1945, for example, each class aimed to raise $3,000 for an Army liaison plane, while the faculty passed their goal of $7,800 to cover the cost of four field ambulances. The annual College Community Chest was converted to war purposes, such as Allied Children's Relief, Red Cross, and Student Friendship Fund. As a special project students collected funds for the orphans of Great Britain and China and adopted a group of thirty-five children in Bristol, England.

Summers were also turned to advantage, as students took war-related jobs, relieved men for war duties, or accelerated their college course. The majority worked in war plants, shipyards, hospitals, day-care centers, or community gardens; and they took pride in carrying out their unaccustomed duties proficiently.

The faculty was deeply involved. In 1941 Edith Ford Sollers, Assistant Professor of Chemistry, died at the age of thirty-one in an explosion in a defense plant where she was working during the summer. In the fall of 1942 fifteen young men left the faculty for service. President Blunt served on local and state committees and on the national Committee on Universities in Wartime, which was chaired by Mayor Fiorello

La Guardia. Other faculty members took on various duties: Miss Botsford, the State Committee on Recruitment of Nurses; Miss Chaney, nutrition classes in the area; Miss Ramsay, the examining board for officer candidates for the WAAC; Mr. Seward became consultant to the Selecting and Training group at the Submarine Base; and Miss Stanwood, captain of the New London chapter of the ARC motor corps. In response to requests from local bases, other faculty members gave lectures and short courses on "Know Your Allies."

*Changes in Program and Leadership*

An intellectual by-product was the new focus on Latin-American Studies, beginning with the five-day Institute of June, 1941 on "Problems of Hemisphere Defense." This pioneering program, "offered at the request of the Coordinator of Commercial and Cultural Relations between the American Republics of the Council of National Defense," was intended "to create sound public opinion in New England on questions of Latin-American trade and politics as they affect hemisphere defense." That summer Dr. Hannah Roach, who was to introduce Latin-American History in the fall, and President Blunt visited South America and conferred with officials. The campus was also used for a six-week Secretarial Training course and an eight-week Research Project in Plant Hormones.

Summer sessions continued under succeeding presidents through 1948. At first they were called "War Sessions" with a war-related curriculum: Accounting, American Government, Chemistry, Child Care, Psychology, Secretarial Studies, and Statistics. Later, courses were added to enable Connecticut students and others to accelerate and still later to help veterans resume their educations. Latin-American Studies remained a specialty; and new faculty appointments included: Richard Logan, a specialist in world economic geography; Leo Kirschenbaum in Portuguese; and Dorothy Mateer in Brazilian history and culture.

During this period important changes in the leadership of the College occurred. Board president Harrison B. Freeman died in April, 1942 and was succeeded by William H. Putnam of Hartford. On the faculty Dr. J. Lawrence Erb, chairman of the Music Department 1923–1942, and Lavina Stewart, Librarian 1924–1943, retired; and Dr. George Avery, chairman of the Botany Department and director of the Arboretum 1931–1944, left to become Director of the Brooklyn Botanic Garden. Two beloved professors of long service died: David D. Leib 1916– 1941 and Henry Wells Lawrence 1920–1942. The College was fortunate in finding capable successors: Arthur Quimby from Western Reserve in Music, Hazel Johnson from Reed and Scripps colleges as Librarian, Dr. Chester Destler in History, and Dr. M. Robert Cobbledick as Director of Admissions. The administrative staff was enlarged. Dean Burdick's responsibilities were growing yearly, as she struggled with the problem of "how to give adequate counsel to students without encroaching upon the development of independence." Dorothy Mateer, the first Dean of Sophomores (1942–1946), struggled with that demon, "Sophomore Slump," and tried to make students see the connection between their majors and their after-college lives. Rosemary Park, the first Dean of Freshmen (1940–1945), advised freshmen as they adjusted to college and helped them resist the lure of war marriages and jobs.

Among other varied developments of these years, each important in its sphere, was the establishment of the Swayze scholarships in 1942. The sum of $700,000 was bequeathed by Mrs. Virginie Migeon Swift of Torrington in memory of her sister, Clara Migeon Swayze. In the first year it aided thirty students in varying amounts, and thereafter it gave substantial help to four Connecticut students in each class. The Connecticut College Monograph Series began in 1942 with the publication of Professor Hamilton Smyser's *Survivals in Old Norwegian*. Also in

1942 the Snack Shop opened in Burdick, affording a place for discussion and relaxation to faculty and students.

Commencements took on a special significance in wartime; they marked the completion of a demanding task despite conflicting responsibilities and constant anxieties. Mrs. Mary Morrisson, Secretary of the Board and an extraordinary woman known nationally for her courageous stands in politics, spoke eloquently to the Class of 1942 at Commencement. That class had had more than its share of traumas; freshman year had begun with the hurricane, and senior year had been disrupted by Pearl Harbor.

> Your college years have spanned a period when the moral bases of society have been attacked and in other countries defeated, when the defects of democracy have been exaggerated, when human rights have elsewhere been destroyed, when the present seems doubtful and the future threatening. We hope and believe that you have learned to see through the doubts and sophistries that have beset us to the clear realization that this democracy of ours, with all its faults, is the 'last best hope of earth,' and that we must preserve it if the world is to be worth living in for us and those who come after us.

Commencement 1943 was another stirring occasion, with Vice-President Henry A. Wallace as speaker and his daughter, Jean, a member of the graduating class. Speaking of a young friend, he said:

> George is one of the millions of fine young men who have been killed as a result of this war. Many of you have your George. He may be a brother, a sweetheart or husband, or a boy from the neighborhood. He may be living, he may be dead. The chances are he hates war just as my George did. He hates the necessity of hating in order to do his part toward winning for himself and the world the privilege of life and love.... Working for peace and the general welfare is the essence of all true education and all true religion.... Commencement time will come to the world when the armies stop marching.

The caliber of these talks demonstrates the remarkable understanding and guidance which Connecticut College students were privileged to have during the hard war years.

*The Retirement of President Blunt*

In November, 1941 Katharine Blunt, who was already past the usual retirement age, had announced her desire to retire at the end of the academic year. When Pearl Harbor changed everything, however, at the request of the trustees and to the relief of the college community she agreed to stay another year. In July, 1943 she was succeeded by President Dorothy Schaffter, who, however, left after two years to enter government service. Miss Blunt, again at the request of the trustees, returned to meet the emergency for the year 1945–1946, saying cheerfully:

> I am glad for this extra year. What can be more important than helping developing young women to be clear and honest thinkers, seekers after real knowledge, courageous and earnest workers in the world into which they are going?

Though she had little time to think of public honors, Katharine Blunt received her share. She was awarded honorary LL.D.'s from Wesleyan University in 1936 and Mount Holyoke in 1937. In the same year, as a leader in education for citizenship, she was invited to speak at the dedication of the new Maxwell School of Citizenship and Public Affairs at Syracuse University. Perhaps the greatest honor, and the one most meaningful to her, was the award of the Distinguished Alumni medal from the University of Chicago at its fiftieth anniversary in 1941; she was one of three women and nineteen persons selected for this honor from an alumni body of 40,000. As the Connecticut College *Alumnae News* of November, 1941

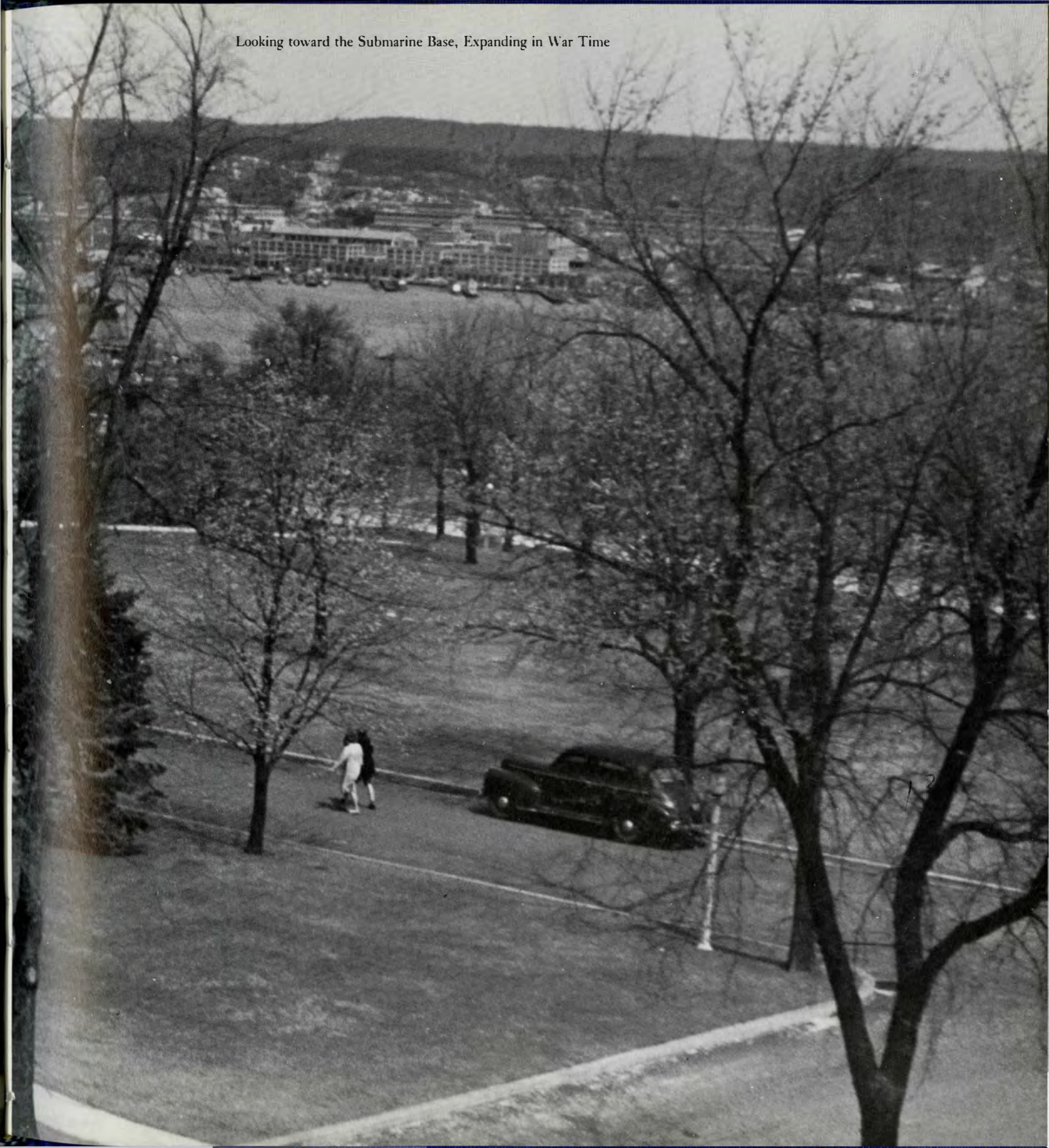
noted: "There are 125 Chicago alumni who are college or university presidents; so it was not merely because Miss Blunt is a college president that she was selected but because she is such an outstanding one." From the personal point of view she was gratified by the award of an honorary LL.D. from Connecticut College in 1943 with accolades from her closest associates.

All through her tenure Katharine Blunt carried responsibilities as a citizen of New London and of Connecticut. She was a member of the State Board of Education for many years and of committees on housing and civic planning. As a member of the Ocean Beach Park Board, she especially enjoyed planning the new beach after the hurricane of 1938; and she even rode the truck that distributed young trees to the residential section of the city. That her services were appreciated was shown by such awards as the Outstanding Citizenship Plaque from the Connecticut Grand Lodge, Order of Sons of Italy and the Good Citizenship Award from Congregation Beth-El of New London.

On retirement Miss Blunt continued her activities from her pleasant home near the Beach. Always informed on international affairs, she studied the problems of the Middle East and was an early visitor to the new state of Israel. Her activities were, however, gradually restricted by failing eyesight, and she died on July 29, 1954 at the age of seventy-eight.

Vice President Henry A. Wallace, 1943 Commencement Speaker, with President Blunt; the Rev. H. Richard Niebuhr, Baccalaureate Speaker, with the Rev. Paul Laubenstein and Dr. Pauline Dederer, Faculty Marshal

# 5. President Dorothy Schaffter, 1943–1945



Looking toward the Submarine Base, Expanding in War Time

President Dorothy Schaffter

Presidents Schaffter and Blunt

When Dr. Dorothy Schaffter came to Connecticut College in 1943, she enjoyed a national reputation in public administration and housing. As Professor of Political Science at Vassar, where she had taught since 1930, she had introduced an interdepartmental major in public administration and supervised the training of seniors entering civil service.

A native of Iowa with degrees from the State University, she was a member of the Executive Committee of the American Political Science Association, had been chairman of the women's commission for the National Public Housing Conference of 1938–1939, and had done field work in housing in Poughkeepsie and New York City. She had also spent her leaves of absence in important services: in one leave she organized the state staffs for the new National Youth Administration, and in another she made a study, published by Columbia University, of the housing agencies in twenty-one states.

Under war conditions, the Inauguration ceremonies on October 28, 1943 were curtailed, though impressive. Only New England women's colleges and Connecticut institutions were invited to send representatives. President J. Edgar Park of Wheaton College gave the invocation, and President Charles Seymour of Yale made the main address. Both President Seymour and President Schaffter in her inaugural address entered the arena as defenders of the liberal arts, always under attack in times of national crisis. President Seymour spoke from the institutional point of view:

> The liberal college of today represents three hundred years of this tradition of obligation and service. Through its maintenance and its strengthening we shall find our justification as institutions essential for a democratic society. The nation looks to the leadership of the college bred man and woman... following in the traditions they have inherited, accepting and making their own the essential moral purpose that goes with the obligation of the individual to the community.

President Schaffter, with students in mind, took a more personal approach:

> The universities and colleges never have been either independent of or superior to life. A good liberal arts education always has been a good vocational education. It helps you to live with your neighbors, to understand what is happening around you in the light of what has happened before, to adapt yourself to new circumstances, to learn new skills, to lead a happier and fuller life; and these are the basic characteristics of any good education.

President Schaffter with Admiral Pine and Other Coast Guard Officers and Spars, 1944

## Summer Sessions

In the war and postwar years, as we have indicated, summer sessions assumed a special importance. From 1941 through 1943 the summer curriculum had grown like Topsy in response to the needs of the moment; but enrollment steadily increased, and in 1944 the College committed itself to the program as an integral part of its operation. Dr. John F. Moore of the English Department was appointed Director, and with the faculty he planned a well-rounded program. That summer, attendance reached 235, including 58 college graduates, 153 undergraduates, and 24 special students. Fifty-six colleges were represented, and 108 of our own students attended, more than 30 of whom were accelerating. So popular was acceleration that mini-Commencements were held in September, 1944 and February, 1945.

The 1944 session was ushered in by the second Latin-American Institute on June 23–24; and the summer courses included Spanish and Portuguese, Latin-American geography and history, and a senior seminar in Latin-American Studies. Some forty courses were offered that summer; besides the Latin-American focus, integrated groups were featured in American Civilization, French Civilization, and Secretarial Training. An important addition, reflecting international developments, was the intensive Russian course given by the ultra-dynamic Mrs. Catherine Wolkonsky, which, as the first in a woman's college, attracted wide attention. Two pre-employment training programs were also introduced: one for engineering aides in cooperation with United Aircraft and another for junior accountants with Price, Waterhouse and Company. From the high degree of success achieved in these courses, Dr. Moore drew some inferences, again reflecting the preoccupation of that time with the practical value of a liberal arts education:

> The students' ability to absorb concentrated training of a specialized and difficult nature had less connection with the factual content of their undergraduate programs than with the general mental development achieved.

These summer sessions also proved valuable as trial grounds for regular courses. In the fall of 1944 new majors were offered in Russian, Social Anthropology, and Latin-American Studies, the last being a cooperative effort of six departments. Summer courses in Dramatic Production, Ecology, and Geography were also continued in the regular term.

The campus was a busy place in the summer of 1944 with diversified events. There were conferences on "War and Postwar Problems of the Consumer" and on "Art in War Time" as well as the sixth summer conference of the New England Association of Chemistry Teachers. Two other developments, supported by a grant from the Palmer Fund, were the Palmer Radio and the Palmer Theatre Project. The radio center, directed by Josephine Hunter Ray, cooperated with the Thames Broadcasting Company to present programs of interest to the campus and the community. Mrs. Chase Going Woodhouse moderated a radio series on "Public Affairs in America" with guest experts; local historical societies assisted with a series, "New London Looks at Its Past"; and professors and students presented talks on American poetry, music, and foods. Under the Theatre Project a course in Play Production was followed by ambitious productions of Shaw's *Pygmalion* and Molnar's *The Swan* by the Palmer Players under the direction of Dr. Robert Klein, a well-known German producer.

Similar summer sessions continued through 1948. In 1945 and 1946 the Summer School of the Arts featured offerings in music, the graphic arts, poetry, and drama with such distinguished visiting professors as the writer Robert Penn Warren and anthropologist Ruth Benedict. The intensive Russian and


ABOVE Dr. John Moore, Director of the Summer School, and Martha Hill, Director of the School of Dance, 1948
ABOVE RIGHT Geraldine Hanning '45 on Palmer Radio
RIGHT Marlis Bluman '50, Caroline Crane '50 at the Microphone, and Leda Treskunoff '51 at the Piano

Portuguese courses remained popular, and as an extracurricular activity Ground School Training for Flying was introduced. Enrollment continued high through the 1947 session (248), which, like its successor, featured the New England Institute for American Studies. The 1948 session was paralleled by the first School of the Dance under the auspices of Connecticut College and New York University. This was an important innovation, leading to thirty years of preeminence for the College in the modern dance movement. After 1948 the general summer school was discontinued, as the veterans, who had attended in large numbers, were reestablished in their own colleges and Connecticut students gratefully returned to normal college schedules.

Miss Elizabeth C. Wright, Bursar (right) and Miss Mary Wright, Assistant Bursar, Affectionately Known as Big and Little Bear

M. Robert Cobbledick, Director of Admissions, Looks Pleased with his New Class


## Changes in Administration

During Miss Schaffter's administration the leadership of the College had many changes. Most dramatic was the retirement in the fall of 1943 of the Wright sisters, surviving symbols of the early College. Elizabeth Wright had served as Bursar ever since she opened the first college office in the Mohican Hotel in 1913, and her sister Mary had assisted her since 1921. Sturdy figures battling the winter winds in huge raccoon coats, they were known affectionately as Big Bear and Little Bear and enlivened many gatherings with their memories of early days. Though they left Fanning Hall, they continued to be part of the community, living in their big white house on North Ridge. The campus paper commented on their retirement (October 20, 1943):

> Connecticut College's favorite sisters are in a sense the spirit of the College. They are a mutually cooperative and inseparable pair of human dynamos who have seen and aided the development of the College.... The Wright sisters are proud and happy to see that this College of theirs is becoming all that they dreamed. Students have expressed their happiness to have had so long an acquaintance with them.

Among other changes, the Business Manager, Allen B. Lambdin, and the College Physician, Dr. Helen Todd, went into the service. With President Schaffter new in her office, Mrs. Martha Young from Barnard became the new Bursar, Dr. Robert Cobbledick the new Director of Admissions, and Kathryn Hunter the new Registrar.

## New Procedures

Under earlier presidents the College had been run informally, with senior members cheerfully assuming added duties as the need arose. With so many new officers, however, President Schaffter saw as her first

responsibility the definition of duties and establishment of procedures. In some cases these developments were already under way, but with the new president's expertise in this field they took shape promptly.

First, the trustees organized several committees for long-range planning: Long-Range Educational Planning, including faculty and alumnae representatives; Land and Building Policy; and Financial Policy. A joint trustee-faculty committee studied the thorny problems of faculty rank, salary, and tenure; it established principles, while a faculty committee advisory to the president considered individual appointments, promotions, and dismissals. Coopererating in this general move toward organization, the faculty revised its committee system, clarifying and spreading out duties and initiating a formal election procedure.

President Schaffter also undertook a study of the budget. She was concerned about the balance between expenditures for land, buildings, and equipment, which were likely to loom large in a rapidly expanding institution, and basic commitments to faculty salaries, library books, and scholarships. Mrs. Young worked out a budget and accounting system that would facilitate comparative studies. One improvement with educational implications was the adoption of a uniform fee covering board and tuition and the elimination of charges for applied music, studio arts, laboratory fees, and charges for health services. This decision not only simplified the bursar's task but enabled students to elect courses according to their interests and abilities.

## Intellectual and Cultural Life

These were years of growing ferment in education, caused primarily by the flood of students with their differing preparations and demands on the educational system. In response the high schools had developed different "tracks" with honors and remedial courses as well as the normal ones. Those who had benefited by honors courses were finding their freshman year of college repetitious and were asking for exemption or advanced placement. The need for adjusting programs had thus passed from the high schools to the colleges; and the report of the Harvard Committee entitled *General Education in a Free Society* (1945) analyzed the philosophic and methodological problems facing the nation's colleges. The urgent questions for each college were: first, how to make the freshman year challenging for all students and, second, how to reconcile the college's and the student's objectives in education.

For some time helpful discussions of such common problems had been going on between some faculty members of Williams Memorial Institute, the girls' high school in town, and some college instructors. This group was chaired by Rosemary Park, who as Dean of Freshmen was directly involved. One result was the gradual freeing of the hierarchical system by which freshmen ordinarily took introductory courses, sophomores intermediate, and upperclassmen advanced. Testing and advising became more sophisticated, and by 1945 most freshmen were being "challenged" by one intermediate or advanced course and a tenth of the class by two. Freshmen and sophomores were also constantly reminded of the relation between their courses and their ultimate goals to spur them on their way. Booklets on the major were issued annually listing career possibilities; and in April, 1945 the first Freshman-Sophomore Week was held with distinguished lecturers analyzing the nature and rewards of work in their respective fields.

While war restrictions kept students on campus during termtime, the intellectual and cultural life of the campus was rich and exciting. The schedule for the year 1944–1945, for instance, reflects the myriad activities. Concerts included the annual visit of the Boston Symphony with Koussevitsky conducting, the Metropolitan Opera Quartet, and a production of *Car-*

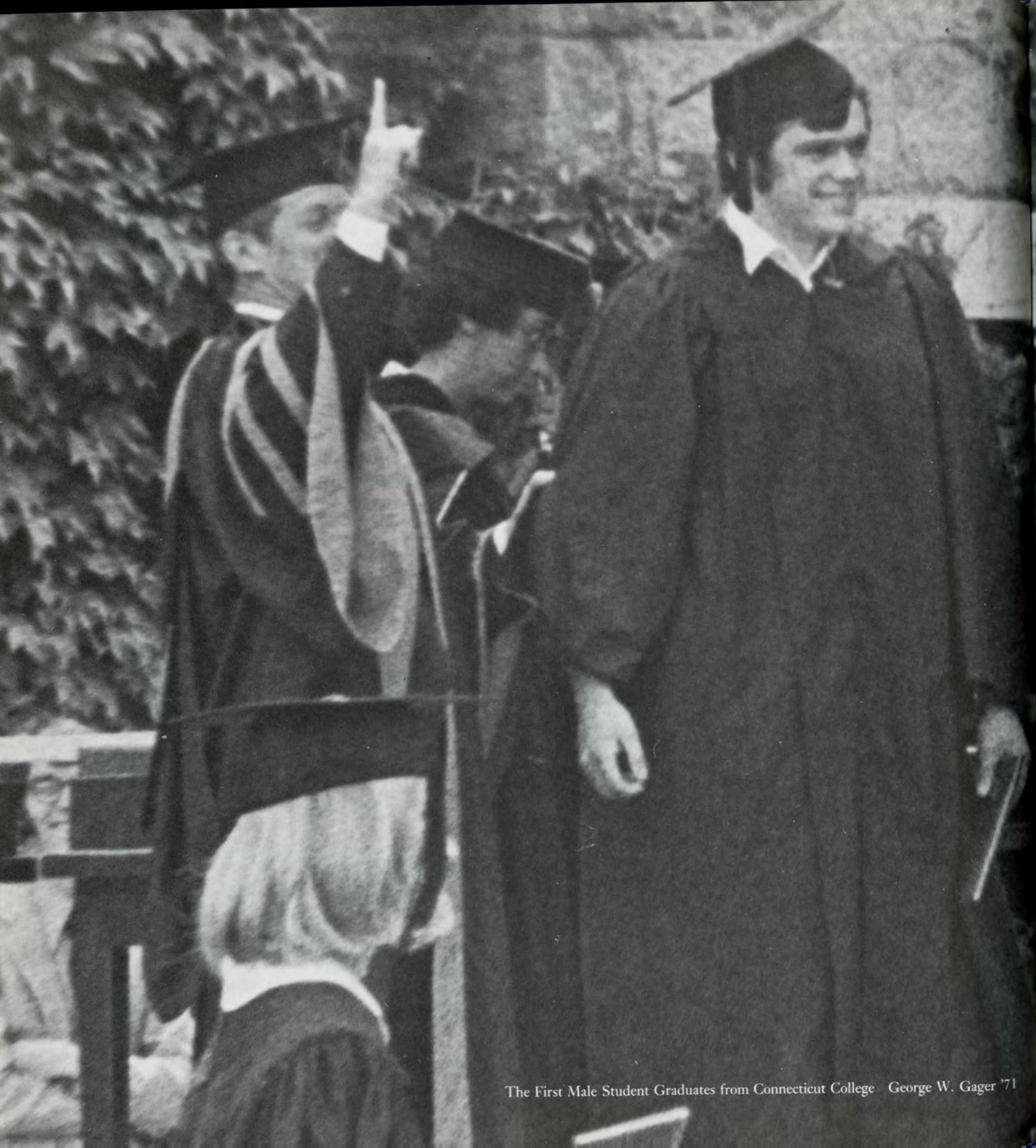
*men* by Metropolitan artists. Palmer Library and the Lyman Allyn Museum featured exhibits on Benjamin Franklin, Russian Art and Archaeology, German Destruction in Russia, and City Planning. The many films included the heroic Russian classics, *Alexander Nevsky* and *The Siege of Leningrad*.

Lectures were given by many notables: W.G. Constable, Curator of Paintings at the Boston Museum, in a series on "Italian and Flemish Painting"; an Auerbach series on business with such authorities as Beardsley Ruml, then chairman of the Federal Reserve Bank of Boston, speaking on "Postwar Employment and Fiscal Policy"; Igor Sikorsky on "The Future of the Helicopter"; Frank Lloyd Wright on "Modern Design in Architecture"; Ernst Cassirer on "The Interpretation of History"; Virgil Thomson on "The Five Senses"; Vera Micheles Dean on "Russia as a World Power"; and Max Lerner on "Power and Freedom." All these thought-provoking events were in addition to the regular faculty- and student-sponsored activities, such as the Annual Flower Show; the Five Arts program, which that year presented the original musical comedy hit, *The Island of Lolii*, in which the diminutive Leah Myers made her name with her sensational voice; Connteen's shows for men in the service; International Weekend programs; and the radio and dramatic offerings already described.

After two years characterized by reorganization, long-range planning, and redefinition of aims, President Schaffter resigned to assume a government post at the Library of Congress. She enjoyed a long career there, rising to the position of Senior Specialist in American Government and Public Administration. On her retirement in 1964, her colleagues paid her tribute in the Library of Congress *Information Bulletin* (October 5):

Throughout the years, she has earned a reputation in the Service as a 'trouble shooter,' fielding a multitude of congressional inquiries of complex or difficult nature. As a generalist, her previous experience and background have been utilized in a range of subjects as broad as her field. An extensive file of 'fan mail' from Members of Congress and congressional committees bears ample evidence of the high regard and appreciation which has been expressed for her efforts.

# 7. President Charles E. Shain, 1962–1974



The First Male Student Graduates from Connecticut College George W. Gager '71

President Charles E. Shain with President Park

Charles E. Shain, sixth president, came to Connecticut from Carleton College, where he had been Professor of English and Administrator of the American Studies program. In the latter capacity he explored with colleagues and students "the many sources and facets of America's heritage to promote a richer understanding of our national life." Dr. Shain was active in professional circles and represented Carleton in the Associated Colleges of the Midwest, a group of ten leading liberal arts colleges which were re-examining their mission in an increasingly pragmatic world. With a Phi Beta Kappa key and a full panoply of degrees from Princeton, whose orange-banded gown he proudly wore, he had held Woodrow Wilson and Scribner fellowships and a post-doctoral Fulbright and had studied at the Universities of Cambridge and London. In an introductory interview (*The Day*, October 16, 1962) Dr. Shain urged colleges to develop "the international mind" by increasing communication and exchanges between American and foreign institutions. "We seem," he said, "to be making the first attempt in human history to re-fashion consciously and deliberately a world society. Many of our students are anxious to be among the first settlers, and therefore their educational preparation is a crucial task for us."

Dr. Shain began his teaching career at Milton Academy and later taught at summer sessions of the University of Minnesota and Cornell as well as at the Seminar in American Studies at Salzburg. His publications included a study of F. Scott Fitzgerald in the University of Minnesota *American Writers Series* and articles in the *New England Quarterly*, the *American Quarterly*, *Revue des Langues Vivantes*, and *Modern Language Notes*.

In World War II Mr. Shain served with the Army Air Force in the Pacific and in the Caribbean and was discharged as a major. With his wife, the former Josephine Hooker Wilson of Boston, whose career was in early childhood education, he enjoyed a summer home at Georgetown, Maine, where he developed an extracurricular reputation as a lobsterman.

At his inauguration on October 19, 1962 the new president defined the role of the American college in a volatile world as "to provide the setting and the plot for the training of the *moral imagination* as well as the intellectual strengths of our time." "This college," he said, "was well and truly shaped by its founders. Now it continues to shape its new inhabitants. Perhaps we can extend this figure to describe the central educational purpose of Connecticut College: to help a young woman shape herself as a student... so that the student can shape the adult life to come."

As everyone in education was aware, these were not to be easy days for a college administrator. In her time President Park had struggled with formidable problems: the glut of students and the shortage of money as well as the growing encroachments of the public on the prerogatives of educators. Now President Shain would face the so-called "Revolution"—the student movement for self-government, a voice in all college decisions, and an active role in political life. For such controversial issues President Shain's studies and his own sensitivity were to stand him in good stead. It was, however, a time when "confrontation," "demands," "reform," and "parity" were the slogans, when crises arose overnight and spot decisions had to be made between unpromising alternatives.

In retrospect, the Sixties show a building up of tensions on national campuses leading to the explosion of spring, 1970, followed by a rapid cooling off. American students had long been criticized, in contrast to their foreign counterparts, as self-centered and enjoying a prolonged adolescence. Now they were clamoring for causes, and their deep concern held promise if it could be turned into positive channels. Connecticut College was not immune to student pressures; but, as a result of long-ingrained attitudes, students, faculty, and administrators maintained self-control and mutual respect through those inflammatory times.

## Connecticut as a College among Colleges

### *Coeducation*

Undoubtedly most pre-1969 alumnae, fondly recalling "their college," think of coeducation as the critical change during President Shain's administration. This attitude is natural in the light of the College's founding as an aggressive institution for the furtherance of women's education. To those involved in the day-to-day college life of the Sixties, however, the turn to coeducation was part of a far wider change responding to national and international developments. Anxious to expose and remedy social ills, students were calling their educations "irrelevant." Many became so disillusioned as to "turn off," denouncing school and society to become hippies. At Connecticut students were more constructive; they joined friends at Yale and Wesleyan in discussions, petitions, fasts, teach-ins, and protests against poverty and injustice. Young men and women working together as social and intellectual equals found their separate educations outmoded, while the nationwide movement to coeducation became increasingly apparent in the Admissions Office.

Coeducation was a prominent issue throughout the Sixties. Polls of seniors from representative secondary schools showed a growing preference for coeducation, and men's and women's colleges with century-old traditions realized that they could hold their vital place in American education only by meeting the current demand. In response to faculty and student pressure President Shain appointed a planning committee for the summer of 1968 and on their recommendation proceeded to poll students, faculty, and alumnae on the issue of coeducation. When it became apparent that all constituencies strongly favored the change, the trustees instructed the president to prepare for the admission of men in the fall of 1969. Letters explaining the decision were sent to 10,500 alumnae and to parents of students. "I am convinced," President Shain wrote, "that the decision is educationally and institutionally sound for us." On April 21, 1969 the decision became law when the State Legislature passed "An Act Consolidating Connecticut College for Women and Connecticut College for Men under the name Connecticut College."

Because the announcement came late, the Class of 1973 on entrance included only 24 men. With transfers, graduate students, Return to College students, special students, and visitors from other colleges, however, there were 128 men on campus in 1969–1970. The following fall the College opened with 232 men; and each year the number grew, while the Admissions Office kept a watchful eye on academic quality. The Class of 1969 was the last to receive degrees from Connecticut College for Women, which had then conferred 7,870 bachelor's degrees. Connecticut College for Men in its ten years of existence had conferred 74 M.A. and M.A.T. degrees.

In recommending coeducation, the planning committee, drawn from all segments of the college community, stressed that the College was not abandoning its commitment to women. Philip Jordan, chairman of the committee and Dean of the Faculty, explained:

> In our time the most desirable setting for women's higher education is one which includes men, and the College can and should serve the interests of women by subtler and more effective means than separating them from men during their college years.... There is a growing awareness among students and faculty on every campus that education of the whole person cannot be achieved within an unnatural framework.

Looking back dispassionately, one can see three steps in the evolution of women's colleges. The first was taken by pioneering colleges, such as Mount Holyoke, Vassar, and Smith; it proved that women could do college work as well as men. The second was taken by Connecticut and other colleges founded some fifty years later; it proved that women could succeed in professional courses and careers. When


Coeducation Creates a Stir!

these claims were granted and young men and women had become accustomed to working together in other areas, there no longer seemed any need for segregation. Indeed, viewed from this perspective, the move to coeducation can be seen not as a denial of the original purpose of the College but as a fulfillment. That the decision was right for Connecticut was shown by the dramatic rise in applications, by the high caliber of the students attracted, and by the remarkable ease, reportedly unsurpassed by any other college, with which the transition was made.

Professor Deguise Helps Stephen Detmold '72 Register

Coeducation Progresses

*Civil Rights*

During the early years of Charles Shain's presidency a surface calm covered deep unrest. The draft and the hopeless war in Southeast Asia dragged on while big cities seethed with hatred and destruction. Student reaction at Connecticut was at first symbolic, almost penitential. Many joined Peace Corps, Vista, or Crossroads Africa to show young America's concern for the deprived. The educational as well as personal value of such experiences is evident from the report of Beth Brereton '69, who spent the summer of 1968 in Togo with Crossroads:

> Because of this summer in Togo, I now understand more clearly the vital issues in African life.... At the same time, because of Togo, I see American society through new eyes,... I see how truly emancipated American women are, and I feel the great power our country wields in this world... I thank Crossroads, Togo, and Connecticut College for this deep learning-experience. (*Alumnae Magazine*, March, 1969)

Others participated in outreach programs of churches, tutored in high schools, or spent their summers in Harlem, Roxbury, or the Hill section of New Haven. Some were deeply troubled to find their well intentioned services unwanted or ineffective.

On campus the challenge for faculty was to reconcile the new social activism with the orderly pursuit of knowledge. At the opening Assembly of 1967 President Shain described the dilemma:

> The inescapable fate of the 1,470 undergraduates at Connecticut College and their counterparts in universities and colleges throughout the United States is to be political. The Vietnam war, the race riots of the summer, and the growing extremism of parts of our national politics do and will affect the atmosphere of education.... The difficulty today lies in combining the political consciousness of the students with the traditional educational process. Colleges are not designed to deal with crises of a public kind; neither are they supposed to be an escape into a world of unreality.

The first public issue to claim the efforts of our students was equal opportunities for blacks, especially in education. In the fall of 1962 Karin Kunstler '65 went as an exchange student to Tougaloo, then the only integrated college in Mississippi. Since it is located just a few miles from "Ole Miss," she was able to send firsthand reports of the situation as James Meredith made his historic attempt to gain admission there. Connecticut also exchanged students and faculty for a semester or year with Spelman College in Atlanta and for spring vacation with Howard University. From these and other exchanges students returned with deepened sensitivity, new knowledge, and missionary zeal.

In 1964 the news came that Mardon Walker '67, who was spending the first semester of her sophomore year at Spelman, had been arrested with classmates during a sit-in at a restaurant and was in jail on a $5,000 bond. Student Government promptly called the student body together and launched a drive for funds, which reached its goal within a few days. Mardi was released and returned to campus, only to be recalled for trial and further complications. She was deeply grateful for campus support, though, as an activist, she was disillusioned to find that most of the contributions came from concern for a fellow student rather than from protest against conditions in the courts and jails.

The new Civil Rights group sponsored a conference in January, 1963 with 110 delegates from twenty colleges and with national figures as discussants. Tutoring programs, Freedom Fasts, Peace Club, and a People-to-People group followed, as well as cooperation with the local NAACP. In April, 1965 the College demonstrated the kind of approach, combining

the academic and the practical, which it could provide to social problems. The Government Department cooperated with Political Forum and Civil Rights Club to sponsor an intercollegiate conference on housing in all its aspects: state and local roles, low-cost housing, and discrimination in housing.

It is significant that the planning committee of 1968, which recommended coeducation, also urged the recruitment of more minority students. The Admissions Office had been striving toward this goal for some time but was hampered in competition with other colleges that had larger scholarship funds. In 1969 the Afro-American Society rose to the challenge and initiated the project, "71 [minority students] by '71" with cooperation from the campus CURA group (Committee for Understanding Racial Attitudes). Jeanette Hersey, Director of Admissions, welcomed this support and planned joint visits of students and admissions officers to city schools, commenting:

> These students are helping to move the College in the right direction.... We must convince minority students that we do want them, not to fill some kind of conscience quota, but because we recognize that an educational institution needs a diversified student constituency if it is to remain alive to current issues.

With such cooperation the goal was reached in 1971, and the College became more representative of its society.

Connecticut College had already shown its interest in helping promising students from inner-city high schools by launching its summer program in the Humanities in 1965 under a Rockefeller Foundation grant. The intent of the program was described by William Meredith, its principal designer and college poet-in-residence, as "to awaken intellectual aspirations in girls between the tenth and eleventh grades whose teachers feel they are potentially eligible for higher education." Similar programs for boys had been introduced the preceding year at Princeton and Dartmouth and a coeducational program at Oberlin, but Connecticut's was the first program for girls and was further distinguished by its emphasis on the creative arts. With selected teachers and Connecticut students as tutor-counselors, the first class of forty included black, Hispanic, and eight white students from Connecticut cities and New York City, and one Indian from New Mexico. An important feature was the personal interest shown in counseling each student through her high school years and the college admissions process.

In 1967 a grant from the Office of Economic Opportunity enabled the College to enlarge the program, which was then called Humanities Upward Bound. In 1968 the school enrolled 85 girls, 36 of whom were returners with a special curriculum. Meantime the program was proving its value by the high percentage of students going on to college or to other forms of higher education, a few of whom came to Connecticut each year. In 1970 under the direction of Ernestine Brown the program became coeducational; and two years later a "third track" was added, as students accepted in colleges for the fall took their introductory college courses here for credit. Continuing through 1973, with grants from the Rockefeller Foundation and federal funds supplemented by the College, the program could boast several hundred participants.

In the spring of 1969 the Afro-Am. Society sponsored what was probably the first collegiate conference honoring the achievements of black women in America. Odetta gave what the campus paper called "a Performance with Creativity and Soul"; Pearl Primus with Percival Borde interpreted ethnic dances; and Vinie Burrows presented excerpts from her recent Off-Broadway success, *Walk Together, Children*. The Honorable Constance Baker Motley, US District Judge, N.Y., led a seminar on her specialty as did fifteen other eminent women, including: Dr. Jewel Plummer Cobb, Connecticut College dean-designate,


Civil Rights Club Officers Confer
Mardon Walker '66, Karen Haberman '66, and Karin Kunstler '65

The Admissions Staff at Work
May Nelson '38, Administrative Director, Jeanette Hersey, Director, and Eleanor Saunders '60

Ellen Forbes '62 and JoAnn Patnode '63 Report on their Summer with Crossroads Africa

BELOW RIGHT Preparing for the Civil Rights Cake Sale

speaking on her cancer research and Dr. Mabel M. Smythe, trustee of the College, educator, and author active in African affairs and in student exchanges. This impressive conference, with participants from many colleges, closed with an address by Eleanor Holmes Norton, Assistant Legal Director of the American Civil Liberties Union.

### *ConnQuest and the Strike of 1970*

In the mid-Sixties Student Government proved its responsiveness to campus concerns by creating ConnQuest, an intercollegiate conference which served as an outlet for the growing involvement of students in national problems. It was designed to explore the acute issue of the moment and to "bridge the gap between classrooms and community."

The first ConnQuest in March, 1964 dealt with "Commitment and Action," taking the following approach:

> In the recent world crises, the modern student has been forced to reevaluate his goals and to rechannel his energies. The modern student cannot avoid his responsibilities to the community....Commitment to the solution of a special social problem enables the student to assert his individuality in the context of the modern world.

Talks were given by such dynamic spokesmen of the time as author Paul Goodman, educator Harold Taylor, and research psychiatrist Robert Jay Lifton; and recent college graduates conducted seminars on Peace Corps, Civil Rights movements, tutoring, and registration of voters in the South.

Concerned about the growing threat of computers to workers, students chose as the topic for ConnQuest 1966: "Can Imagination Survive in an Over-Mechanized Society?" They debated the basic question: "While 'the masters of the machine' are building the great society, are they not also undermining the great society?"; and Professor B.F. Skinner, author of *Walden II*, proved to be the most provocative speaker of the year.

The long hot summer of 1967 raised student anxieties to the fever point; and ConnQuest 1968 asked: "America the Beautiful—The End of a Myth?" Speakers were David Dellinger, Jonathan Kozol, the Reverend Benjamin Richardson, and Professor Maurice Stein. As a climax Dick Gregory, abandoning his comic approach for grim warnings, called upon students as "the greatest force in the country today" to continue the fight against poverty and injustice. The recent killing of "the Charleston three" was commemorated by an affecting demonstration, the Silent March across campus led by Student Government president, Katie O'Sullivan See '70, and Dick Gregory.

So intimately did ConnQuest reflect the campus mood that it was made a yearly program. In 1969 it turned to the arts, where another kind of revolution was occurring. The topic, "Media Zoo," led to a discussion of multimedia techniques; and performers included the Pillory Dance Theatre, the Open Theatre, and Connecticut's own experimental Dance Group, with Walter Kerr as general critic.

In 1970 ConnQuest faced the burning issue of the day. The title was "Aint Got No—A Confrontation with Poverty." The program asserted:

> Poverty is an international problem....The United States government abhors poverty, the U.N. abhors poverty, but the problem grows... with its effects on the individual, be he Biafran or Indian, Harlemite or Vietnamese.

Suddenly the time for debate ran out; and in May, 1970 action took over, as two intolerable events occurred: the re-escalation of the Vietnam war with the invasion of Cambodia and the student deaths in the "thirteen terrible seconds" at Kent State. Campuses exploded all over the country, and students went on strike. Connecticut students voted to join the

hundreds of campuses registering their protests and asked for "an indefinite cessation of classes by a unified faculty-student body." Faculty, also shocked by the events and unwilling to place students in the dilemma of choosing between obligations, voted to suspend classes for the remaining four days of the week. There were, however, two expectations: students were to make a serious study of the issues and they were to take their examinations and complete the semester in an orderly way.

A faculty-student steering committee was appointed; each dormitory elected a strike coordinator; and a daily program of lectures, discussions, and other activities was distributed. Some students wrote letters to Congressmen, and others canvassed in the local community. At an all-college assembly on Sunday the week's efforts were evaluated, and it was voted to resume classes. During the week students as well as faculty had planned ways of completing their work; and, unlike many colleges where there was less cooperation, Connecticut was able to proceed with exams and Commencement on schedule. The experience was an unforgettable one and had its unique educational impact.

By a curious chance Parents' Weekend coincided with the end of Strike Week. Previously, this event, scheduled at the conclusion of classes, had stressed "the fun side of campus life" with Junior Show and Pop Hop as highlights. In 1968 and 1969, however, graver issues had intruded. In 1968 "A Message to Parents" was distributed to express the concern of many students and faculty over "our immoral war" and the "neglect of our black citizens." The 1969 program featured "White Nights and Black Dawn," "an examination of our involvement in the racial crisis and our role in creating solutions."

In 1970 more than 1,100 family members came to find out what was happening on campus, and the program was recast to present the Strike in perspective. At the Assembly President Shain described the experience as "a week of much learning about the character of a campus, ourselves, and the world outside"; and professors in relevant fields analyzed our role in Southeast Asia. At an afternoon forum faculty and students clarified various aspects of the situation. Dean Philip Jordan, as a member of the panel, said: "The strike experience was enormously productive of constructive activity, intensive learning, and close community feeling." Another panelist, Professor Oliver Brown, made a similar judgment:

> I think we can all agree that this week's activities have contributed more to our education in a general sense than any other week in the semester. Although it may not have been the educational experience that had been planned earlier in the semester, what we in effect did was to go into the laboratory of the community and experience at first hand the problems of participation in a democracy.

This broadening of the educational perspective was the key point. Students, turning from books and theories, tried to influence social and political action. They found the problems vast and complex, and they could see no direct response to their efforts. The result was humbling; they realized the need for more study and more experience.

At Commencement, 1970 a new precedent was begun when Kathleen Doar, president of the graduating class, spoke for her classmates. Her topic was "What We Have Lived Through in Our Lifetime" (actually in the high school and college years); and her straightforward account gave a telling insight into student psychology. She drew no inferences and made no judgments but let the list speak for itself: the Cuban crisis, the anti-poverty and anti-war marches on Washington, the assassinations of the Kennedy brothers and of Martin Luther King, Jr., the riots at Berkeley and Watts, the long hot summers, the burning of draft cards, the Selma decision, the days of rage in Chicago, and the Kerner Commission's fearful warn-

English Class in Humanities Program, Summer, 1965
Teacher, Mrs. Quandra Stadler (center)

OPPOSITE The Silent March, 1968; Katie O'Sullivan See '70, President of Student Government, Dick Gregory, Jane Silver '68, Chairman of Civil Rights Group, and Lorilyn Simkins '68, President of the Afro-Am Society

Academic Staff (Teachers and Connecticut Students) with William Meredith, Director (center), 1966

Ellen Hofheimer '66, Counselor, with Humanities Group


Black Womanhood Conference, 1969

Barbara Hatch '68 and Beth Brereton '69, co-chairmen of ConnQuest '68, with Speaker, Professor Maurice Stein of Brandeis

Discussion of Issues during May, 1970 Strike; Julie Sgarzi '71, President of Student Government, at the Podium

ing that the racial rift could lead to a permanently divided country.

Students had made their protest, the Vietnam war finally came to an end; and Watergate, after inflicting the greatest shock of all, provided a catharsis of sorts. Students, feeling defeated, turned away from activism. At Commencement, 1973 a graduate, Michael Farrar, analyzed student thinking in the post-Strike period sensitively:

> Since the peak of student activity in 1970, all the wrongs and injustices that have been committed have deadened the student's senses.... They have turned toward the individual, toward what one person feels about himself, his own moral attitudes. (*Connecticut College News*, Spring, 1973)

Class president, Jean Kelleher, however, charged her classmates "not to give up on society":

> We are the last class to bridge the 60's and the 70's—in many ways two very different periods. The 60's marked a decade of vigor, optimism, radicalism, sit-ins, and demonstrations; while the beginning of the 70's seemed to mark a switch to apathy and indifference....
>
> I hope we can discover a new vitality in the years to come—not the bandwagon type, of peace rallies and demonstrations where one can be a hippie-for-a-day, but a new vitality that will manifest itself quietly in each of us as individuals.
>
> It should be translated into commitment: commitment to a business, political office, or family—a commitment to offer a positive contribution to society....
>
> This is the time to start. If we can carry what we have learned here and keep it with us; if we can be committed to our fellowman in whatever we do; if we can cast off arrogance and dare to be different; if we see something wrong, then we can, in our own ways, move mountains.

Jewel Plummer Cobb, Dean of the College and Professor of Zoology, 1973

Commencement, 1973

## Connecticut College—The Campus Community

On our campus the first demand made by students and met with success was for social autonomy. While some college students were being drafted for fighting in Asian jungles and others were battling segregation in the South, students everywhere were claiming the rights of adults. They wanted to form their own codes, to make their own decisions, and to take the consequences. They were no longer willing to accept the customs of earlier generations, whom they blamed for passing on their troubled world.

### *The "Reform" of Student Government*

The immediate target was the "reform" of Student Government. During President Park's administration rules had been "liberalized" step by step; but now the very existence of social rules was considered an affront, an imputation of immaturity. The old protective measures (curfews, sign-outs, parietals, no-cut days) had become anachronistic in a society where the young had been given new liberty at home, in school, and in travel. Amalgo, long prized as the only all-college assembly, had proved unwieldy in the larger college (now approaching 1,600); and the houses had become the forums for discussion. More significantly, students no longer thought of the campus as a self-contained society. It had become a branch of an intercollegiate body, which, in a time when a high percentage of young people attended college, was actually a mass youth movement.

As on the national scene, the campus press took the offensive. "The Great Hoax," an editorial (*ConnCensus*, February 6, 1964), called Amalgo "a farce" and Cabinet "powerless" since its recommendations could be overridden by the Student Organizations Committee with its majority of faculty and administration members. A follow-up editorial, "The Labyrinth" (February 20, 1964), carried the attack to the roots of the system: "If it is worth having a student government at all, then should it not govern?... Or, if we are not mature and rational enough to govern ourselves, should it not be eliminated?" As usual, the earnest reformers had a counterpoise, caricaturist Sue Freiberg '66, who with amusing stick figures commented on "Campus Progressiveness":

> We shall begin anew this fall on the subject of abolition of gym, amalgos, dues and tuition, hours, papers, exams, comps., flunking, laws, morals, and Student Government. We are all aware of the crying need to abandon these obsolete and defunct things. (October 1, 1964)

In this welter of reappraisal, *ConnCensus* was pleased to acknowledge at year's end (March 18, 1965) some feeling of progress and "awakening":

> We see around us a new and lively student body making plans and finding meaning in its actions.... The student body has proved beyond a doubt that it can and will act on its principles and that it can see farther than Williams Street and Mohegan Avenue.

In this period students were increasingly reluctant to run for Student Government offices, previously regarded as highest campus honors. For some fifty years student presidents, chief justices, and house speakers had been proud to represent the College and "make the wheels go round." In the election of spring, 1967, however, one candidate startled the College by running on a platform to abolish Student Government, proposing no alternative. The campus was not ready for such nihilism; but the successful candidate, Jane Fankhanel '68, recognized the mandate to update Student Government, and her successors carried on. Indeed, Katie O'Sullivan See '70, president in 1969–1970, envisioned and laid the foundation for College

Government, a forward-looking concept with much potential. Such a drastic restructuring would, however, have necessitated prolonged discussion, and the idea was lost amid the urgencies of the time.

An early step in the "reform" of Student Government was reducing Amalgo from a compulsory monthly meeting for legislative action to two meetings a year—one to present the platforms of candidates and the other to install those elected. The student handbook, the *C*, asserted the new independence by carefully differentiating: Academic Regulations *by Faculty*, *Administrative* Regulations, and *Student* Regulations. Under Academic Honor, the traditional severe stand on plagiarism, cheating on exams, and abuse of library privileges was maintained. "Social Honor" was, however, replaced by "Social Responsibility" with a general statement adapted to the now coeducational status:

> It is expected that each student will act with intelligence and responsible judgment at all times to uphold his own personal standards and the high standards of the College that he represents. (1969–1970 Edition)

The 1973–1974 *C*, the last during President Shain's administration, carried not only a new Student Government Charter but a Connecticut College Student Bill of Rights. This latter specified: Freedom of Access to Higher Education (through admissions policies), Freedom in the Classroom (to discuss without fear of disclosure), and Freedom in Student Affairs (to form organizations, express opinions, and participate in College government). These "freedoms" were already recognized on our campus, but many student handbooks were officially stating such policies to ensure against regression.

As to the operation of Student Government, changes were made in nomenclature and in emphasis. Honor Court, renamed Student Judiciary Board, stressed its preventive role; and House of Rep. became Student Assembly, composed of house presidents and Cabinet members meeting weekly. Student Organizations Committee was replaced by College Council, a group of administrators, faculty, and students who would deal with residential and extracurricular matters. With this new look, Student Government was revitalized.

Having won a voice in social and academic decisions, students next focused on the trustees and their function. Through membership in the Development Committee student leaders had encountered the hard fact that finances often determined college planning, and they began a study of the budget. Like their friends on other campuses, they took up first the timely question of holdings in corporations that supported South African apartheid and asked for a discussion of that issue with trustees. The latter, welcoming the opportunity to know students and to enlist their support, promptly created the Student-Trustee Committee, which met for the first time on December 10, 1968 to discuss investments and related matters.

From regularly scheduled meetings thereafter the trustees were enabled to gain a better understanding of the student point of view, while students came to appreciate the necessity for increases in fees and economies in services. As a further liaison, the trustees authorized the appointment by the graduating class of one of its members to serve as trustee for two years. Pamela Brooks '70 was the first to be elected to this position and was joined in 1971 by Julie Sgarzi. In 1977 the term was extended to three years so that the Board could benefit from the views of three recent graduates.

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faculty Academic Committee had been set up to consider student proposals and to refer those approved to the Instruction Committee for action. Regarded at first as experimental, the Academic Committee served an important purpose in demonstrating that faculty and students could work together on academic matters to their mutual advantage.

To be sure, the early proposals of the Academic Committee, dealing with methods and timing, were peripheral to the main program; yet, taken together, they altered the whole academic picture. Among the innovations were: a calendar with examinations before Christmas; self-scheduled examinations; the Special Studies program between semesters; the Pass/Fail option; and student critiques of courses.

Students were willing to return early in the fall in order to complete the first semester by Christmas, and they worked out an ingenious procedure for self-scheduled exams to eliminate the inequities of crowded or over-extended schedules. This latter innovation put increased emphasis on academic honor, still regarded as an indispensable first principle.

The Special Studies period in January, 1969 and 1970 was a lively experiment with no-credit short courses taught by faculty or by students with special qualifications. According to Professor Lester Reiss, it "gave a taste of utopia to those students who have been pressing for less regimented learning and more self-determination in what they study." Some mini-courses offered samples of existing courses; but most dealt with "relevant" topics, such as Biafra, the New Left Philosopher Herbert Marcuse, the Psychology of Emerging Nations, and Black Separatism. The largest enrollments were in: Needs of the Mentally Retarded Child, Sociology of Religion, and Revisionist Interpretations of the Cold War. Smaller groups studied Victorian Art and Architecture in England with Professor Charles Price, toured major U.S. museums with Professor Margaret Williams, or took field trips with Professor Ruby Morris in a seminar on Scientific Buying.

The Pass/Fail option allowed juniors and seniors to take one course each semester in fields outside their specialties without fear of academic disaster. As for student critiques of courses, the faculty had been skeptical; but comments usually proved constructive and often led to adjustments in texts and methods. The student committee that prepared the questionnaire and tried to interpret the results encountered the usual problems and learned much in the process.

Emboldened by these successes, students next attempted a "quantum leap," proposing a joint advisory committee to deal with the sacred matters of faculty rank, tenure, and termination. At this point the faculty acted quickly, countering with a viable alternative—the student departmental advisory committees to be appointed by upperclass majors. These committees provided a helpful channel for students and faculty to share opinions on instructional matters in their fields.

Acting as mediator in these varied negotiations, President Shain took an important step in 1970, appointing a student-faculty Ad Hoc committee to study the feasibility of admitting students to all faculty committees. After a round of meetings open to the whole community, the Ad Hoc committee recommended equal representation ("parity") on all committees; and the faculty approved the recommendation, excepting only the Instruction Committee, whose function was under review. In the following year that key committee, renamed the Academic Policy Committee, was relieved of certain administrative tasks involving confidential reports and, with nine faculty and three student members, was given the responsibility for curricular studies and recommendations. This compromise allowed students, as the Ad Hoc committee had suggested, "to share in the process of recommending measures to the faculty for action rather than to compete for the decision-making process."

Underlying these changes in procedure during the years 1968–1970 was a basic turn in academic philos-

ophy, paralleled in some form in other colleges. From early times American colleges had balanced two ruling principles: the professor's dedication to his discipline and the College's obligation for the development of the individual student. Rigorous learning standards were combined with friendly faculty and administrative guidance, and any proposed academic change was subjected to long and cautious scrutiny. The "new students," however, conscious of their short term in college, pressed for action; and faculty also adopted a more experimental attitude. On the positive side, student passivity was at an end; and the College welcomed a lively cooperation in academic planning.

*New Designs for the Curriculum*

As a result of these new attitudes, two revisions of the curriculum occurred during President Shain's administration. Each allowed greater flexibility in programs and placed more responsibility on the student while safeguarding the College's concept of a liberally educated person.

The curriculum of 1968 reduced the graduation requirements from fourteen to eight semester courses. Instead of "forcing everyone to conform to a rigid pattern," it required the student "to draw up a tentative plan which would take into account previous studies, abilities, and goals." In return it offered "freedom" in selecting two semesters in each of the following divisions:

(1) English, philosophy, religion, art, and music
(2) foreign languages and literatures
(3) history, economics, government, sociology
(4) the natural sciences, psychology, and mathematics

Although this revision was enthusiastically welcomed by students and met the immediate need, faculty regarded it as only "a holding operation." They were dissatisified with a mere listing of requirements and felt professionally obligated to present a rationale for the curriculum. Committees worked in the summers of 1970 and 1972, and lively discussion continued through termtime. In an all-college meeting two professors, Lester Reiss (Philosophy) and Edward Cranz (History), debated: "What is the best kind of education Connecticut College can offer for today?" Previously differing on many issues, they now agreed that it was no longer enough to concentrate on the Western tradition.

> [Today's] student must be prepared to enter a modern world with adherence to many inheritances.... The question is 'What does it mean to live with understanding and compassion in the contemporary world?'

In the fall of 1973 the new "Design for Liberal Education" was introduced. President Shain explained the approach to alumni as follows:

> The goal of liberal education in contemporary society is to cultivate intellectual excellence and to develop persons who can live meaningfully in a world of multiple values, rapid change, and uncertainty. (*Alumni Magazine*, Summer, 1973)

This curriculum outlined general education under three divisions:

A. Studies which provide public perspectives on Nature and Man
(the sciences and social sciences)
B. Studies which explore the different ways man confronts and expresses the concerns and values of human existence, where the contemporary world recognizes a multiplicity of forms and solutions.
(languages, literatures, the arts, philosophy, and religion)
C. Studies which deal with the cultural or institutional inheritance from the past which the contemporary world questions and may affirm, alter, or supplant
(courses to be chosen from a comprehensive list)

While this statement may seem oracular, it was an earnest effort to define the crux of the educational argument—the need for understanding public as well as private issues and past as well as present values, for respecting other nations' inheritances, and for adjusting to rapid and unpredictable change. Instead of a list of requirements the College stated its philosophy: it had found "the means to a unified education with the student at its center and a world within its circumference."

Obviously President Shain's administration covered a transitional period in educational planning such as all colleges were experiencing. Not only did the goals of education have to be redefined, but the range of knowledge was expanding enormously while the diversity of student interests also had to be met. Individual study and seminars multiplied; and a junior-senior honors program led to more ambitious projects and gave better preparation for graduate or professional study, now the accepted route toward careers.

During the Sixties new majors were approved in Anthropology and Chinese; indeed in the latter Connecticut could claim to be a pioneer among small liberal arts colleges. At the same time a series of area studies was introduced, including Hispanic, Italian, Russian, and Classical Studies. Although not a major, there was also a respectable offering in Black Studies, including Studies in Afro-American Literature, History of the Afro-American in North America, Black Music and Its Place in the Contemporary Scene, and the Black Church as a Revolutionary Institution.

Another important step was the approval of interdepartmental majors, the earliest being Urban Affairs, Human Ecology, Asian Studies, and American Studies. These programs comprised a solid foundation in one subject, with related courses in other fields and an integrating senior seminar. Theatre Studies was also offered in collaboration with the National Theatre Institute at the Eugene O'Neill Center in Waterford. Students from the Twelve College Exchange who specialized in theatre studies could spend a semester in residence there in courses accredited by Connecticut College.

The new curriculum also recognized that some students had the desire and the commitment to construct their own majors, and faculty offered their help in preparing such individual majors for approval. A further encouragement to academic initiative was permitting students to submit alternative plans for achieving the goals of General Education. While such steps seemed highly progressive, they were actually in the College's tradition of stimulating each student to analyze and fulfill his or her own promise.

Meanwhile the Connecticut College School of the Dance and the American Dance Festival had been growing in attendance and prestige. An editorial in *The Day* (August 14, 1964) describes the school's position of leadership:

> New London is the summer capital for the world of modern dance, a distinction unchallenged since the School of Dance was established in 1948 on the campus of Connecticut College.
>
> Here each summer are gathered more internationally distinguished concert dancers and choreographers than at any other artistic center on the globe.... They are here to create, to perform, and to teach the disciplined techniques of communicating emotional experience through movement.
>
> Essentially, the Connecticut College School of Dance is a creative university with classes, lectures, workshops, and laboratories providing both study and performing practice in all areas that relate to modern dance as a lively form of contemporary American culture.

In the summer of 1972 the School celebrated its twenty-fifth session at the College; and in 1973 the program was planned as a tribute to José Limón, its leading dancer and devoted teacher who had died the preceding December. The College also instituted at

President Shain with José Limón, Recipient of the College Medal

Registering a More Diversified Student Body

this time an undergraduate major in Dance and a graduate program including summer and winter sessions leading to the Master of Fine Arts degree.

Along with the diversification of the curriculum, the College was expanding its clientele. In 1966 the Return to College program was introduced for women (and in 1969, men) whose college careers had been interrupted. Attracting fifty-three entrants in its first year, this program grew to an annual enrollment of from 80 to 100 full- and part-time students. Faculty welcomed these older students, who brought varied backgrounds to the classroom; and by 1974 86 RTC students (77 women and 9 men) had earned their degrees, many going on to advanced study and new careers.

In 1970 President Shain appointed Patricia Hendel (M.A., 1969) as special administrator to "explore ways in which the College can serve the community." In response to public requests classes were added in the late afternoon and evening, and a successful summer session was held in 1971 with a varied offering and with participants ranging from eighteen to sixty years of age. Since then local students, students from other colleges, and summer residents have taken advantage of the intensive courses in Russian and Chinese as well as the regular courses in science, writing, and other subjects.

*The Twelve College Exchange*

Just as student bodies had reached out for reinforcement to their counterparts on other campuses, so faculties began to pool their resources. The diversified curriculum which the time required laid a heavy financial burden on small liberal arts colleges whose enrollment was inadequate to support advanced seminars in all departments. The men's colleges, still somewhat skeptical of women's ability, welcomed joint courses also as a means of testing the quality of

coeducational classes. "After fifty-nine years of exile," Connecticut students were invited to enroll in courses at Wesleyan, such as Japanese language, Asian Music, and Geology, while "Wes-men" came to Connecticut for Chinese, advanced Russian, Japanese History, or Dance. Inter-campus bus service was maintained to enable students to meet their tight schedules. Course exchanges were individually arranged with Trinity College and the Coast Guard Academy, and advanced students in Russian and Chinese could spend their junior year in the Princeton Cooperative Program for Critical Languages.

As a further cooperative development, in 1968–1969 ten single-sex liberal arts colleges in the Northeast formed a Consortium to sponsor student exchanges for a semester or a year. These colleges (Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Vassar, Wesleyan, Wheaton, and Williams) were joined in 1971 by Trinity and Wellesley to form the Twelve College Exchange. President Shain described the liaison as "giving the College something of the diversity of a big university while preserving the advantages of a small school." Besides offering a trial run of coeducation, the Exchange answered the growing student demand for mobility and variety during the college years.

*International Programs*

Two international programs originating in 1964 further enriched the campus for several years: the U.S.-India Women's College Exchange (1964–1969) and the Professional African Women's Exchange.

The former linked thirteen American liberal arts colleges for women with six counterparts in India through faculty exchanges. Indian professors spent a year on campus conducting special courses and leading discussions of their country's views and customs while observing American methods. The presidents of two Indian colleges spent some time on our campus, and in the winter of 1966 President Shain had the unusual experience of visiting the six Indian colleges.

During the summers of 1964, 1965, and 1967 professional women from emerging African nations (Rhodesia, Ghana and Sierra Leone, and the Congo) came to Connecticut for courses on community development and leadership taught by American professional women. The program, sponsored by the Africa-American Institute and supported by a grant from the State Department, came to Connecticut through the interest of longtime trustee, Anna Lord Strauss, treasurer of the Institute. Students assisted the visitors with daily routine while sharing in mutually illuminating discussions. Some of the African women continued correspondence with their Connecticut friends after their return home; and the husband of one Rhodesian woman wrote enthusiastically about his "new American Wife, who," he said, "is just about exploding with new and useful ideas."

Through all these extensions the purview of the College was expanded and enlivened, faculty were stimulated, and students came into live contact with other cultures and philosophies.

Professional Congolese Women Take Courses on Campus, Summer, 1967

## Quest, Cummings Arts Center, Steps toward a New Library

While President Shain was dealing with this unprecedented array of political, social, and academic issues, he could not overlook the ever-present question of financial security. The Fiftieth Anniversary Fund continued to provide help through the Sixties, but planning for the future was crucial. Scholarship and salary needs were mounting yearly, expanded programs and the maintenance of a larger plant were costly, and inflation continued its insidious rise.

In 1966 "Quest for the 70's" was launched with a goal of eighteen million dollars, and an ambitious cross-country campaign was carried out under the able leadership of John H. Detmold, Director of Development. Alumni and friends responded generously; and, despite a dip in the economy, Quest in June, 1975 surpassed its goal with $18,700,000.

The college plant still had two major needs: an arts building and a modern library. President Shain accomplished the first and initiated the long process of siting, planning, and financing the library, which would be completed by his successor, President Oakes Ames.

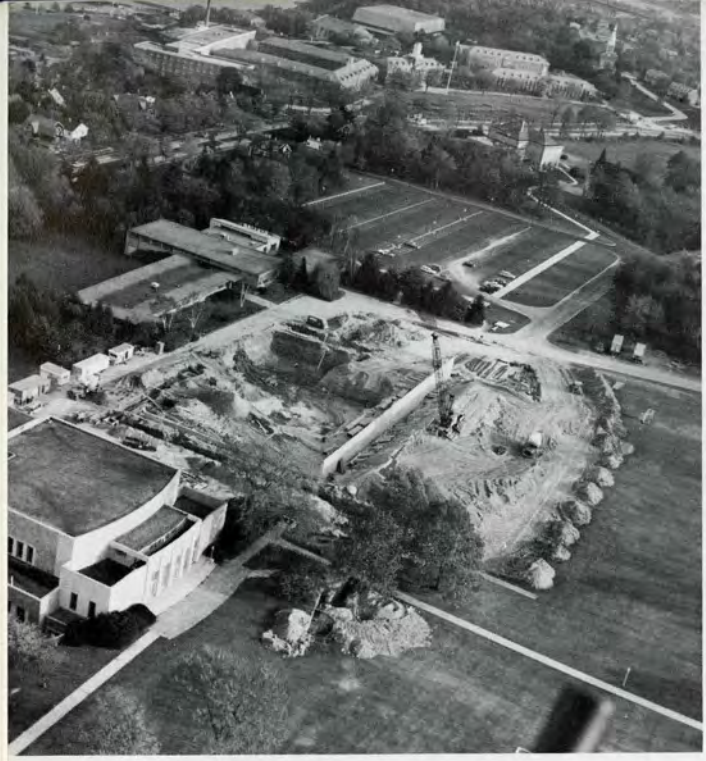
A distinguishing feature of the College had always been its emphasis on the role of music and art in a liberal education, and its excellence in these fields was widely recognized. The Music Department had, however, been handicapped by inadequate facilities in Holmes Hall, designed in 1929 as a refectory for off-campus students and located two blocks from central campus. The Art Department with its large enrollment had to hold its classes and place its studios in four scattered buildings.

Just as students had given the original impetus to the drive for Crozier-Williams, so they began what seemed the impossible task of raising funds for an arts center as early as 1962. Gifts came in from individuals and foundations; and the trustees authorized the architects, Skidmore, Owings & Merrill, to proceed with plans. In 1966 their design was approved, and a federal loan of one million dollars was received. Ground was broken on August 27, 1967.

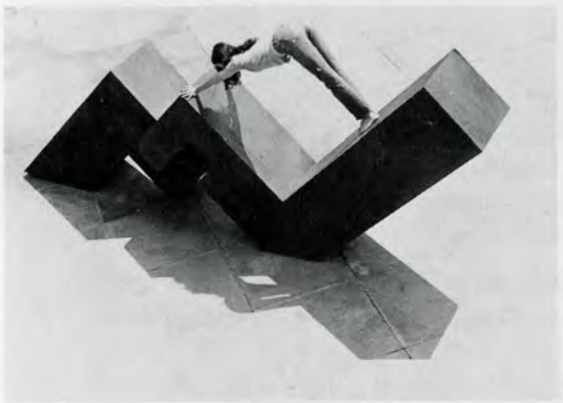
The Joanne and Nathan Cummings Art Center was named in recognition of the largest commitment. Joanne Toor Cummings '50 had studied art at the College, and the Cummings had sponsored an important exhibition of Impressionist and Post-Impressionist Masters from their collection at the Lyman Allyn Museum in 1968. This major art event, featuring thirty-five paintings and three bronzes, had drawn connoisseurs and critics from a distance, as many of the paintings had not previously been shown in the East; and during the following month hundreds more came to enjoy the exhibition.

A large gift from "Anonymous Donors including an Alumna" provided the upper floor, named in honor of former president Rosemary Park; and grants for a concert hall and a lecture hall came, respectively, from the Dana Foundation and from George Oliva, trustee, and Gertrude Perkins Oliva '52. Memorial gifts included a graphics studio in honor of Robert Fulton Logan, head of the Art Department 1936–1954, and an office in honor of J. Lawrence Erb, head of the Music Department 1923–1942.

A highly original design for the building was drawn up by Gordon Bunshaft, well-known for the Beinecke Rare Book and Manuscript Library at Yale and other striking buildings. The art center was to be "functionally and aesthetically related" to Palmer Auditorium; and the buildings would face each other across a Sculpture Court, which was given by Irving Castle, New London businessman, and Muriel Harrison Castle '39. This court, with a graceful white birch in the center and an unusual selection of modern sculpture, would be the site for many gatherings. Exercising a hypnotic effect on everyone entering the court is a kinetic sculpture by George Rickey called *Two Lines Oblique*. Its long silvery arms, however strongly agi-



Cummings Art Center



tated by the wind, never touch. Our own professors, William A. McCloy and David Smalley, are represented by sculptures in architectural steel; Mr. McCloy's unnamed piece symbolizes education and Mr. Smalley's two are named *Sun Dance II* and *Viva!* Other modern sculptures loaned for the opening included an Alexander Calder stabile from the Castle collection, three works by David Hayes of New York, and two by Mary Tarleton Knollenberg of Chester, former instructor in the department.

The building itself is massive and exciting. Three stories high, it has walls of tinted glass and a dramatic louvered effect on the roof, where projecting monitors flood the studios with light. From the courtyard one can see some students fashioning their ceramic creations, others listening to records in the Greer Music Library (given by Josephine Lauter and Jesse Greer through the Lauter Foundation of Willimantic), and still others painting at their easels in the studios above. The architect described the design as "a building within a building." The central core contains two much needed smaller auditoriums: the beautiful Dana Concert Hall seating 360 and "tucked beneath it" the more informal Oliva Lecture Hall seating 230. Around this core "are wrapped" studios, classrooms, offices, practice rooms, and the music and art libraries as well as galleries for exhibitions in the foyer and on the balcony above.

Other art works abound in the building and on its terraces. Inside the north entrance is an Enclosure Grille, an example of Louis Sullivan's ornamental metalwork salvaged from the old Stock Exchange Building in Chicago and given by Kenneth Newberger and Bernice Stein Newberger '38. The two-story foyer is dominated by a fascinating rose marble "biomorphic abstraction" by the contemporary French sculptor, Antoine Ponçet. Known fondly on campus as "the doughnut," this 8,000 pound work was brought from France by Mr. Cummings and placed at the College on long-term loan. Outside on the terrace another intriguing creation, *Cube 72*, by the well-known architectural sculptor, Bernard Rosenthal, was given in memory of Dene Laib Ulin '52. A smaller model of the massive cube at Cooper Square in Manhattan, this work is slightly tilted and so delicately balanced that it responds to the touch of a finger by rotating on its base.

On May 10, 1969 the Joanne and Nathan Cummings Art Center was dedicated with great joy and thanksgiving. President Shain welcomed the audience and reaffirmed the College's conviction that "engaging the human imagination and encouraging creativity in the arts have a central place in a liberal education." The French consul-general from New York, the Honorable Jean Beliard, unveiled the rose marble sculpture to the admiration of the crowd. Dana Hall was then formally opened with a musical program presenting faculty talent. Charles R. Shackford conducted the premier of his concerto, *Fantasy on Vysehrad*, with William and Claire Dale performing on two pianos and a full orchestra from the Coast Guard Academy and the Yale School of Music. The program concluded with James Armstrong directing the College Chorus in three works composed by Martha Alter with Ellalou Hoyt Dimmock '50 as soloist and Zosia Jacynowicz as accompanist. Wiliam Meredith contributed some cryptic verses for the occasion:

> Yokels of grief, we've kept one cheerful task
> That may save us yet, one touch that probing,
> salves:
> To build a hall of making is to ask
> Us, in some maker's name, to be good to ourselves.


Crowded Quarters in Palmer Library: Hazel Johnson, Librarian with Eleanor Geisheimer '39, Order Librarian (left), and Jean Shelburn '50, Assistant

For ten years or more there had been a desperate need for library facilities commensurate with the larger college. Palmer Library, built in 1923, had last been enlarged in 1941, when there were 759 students and 98 faculty members. In the early Seventies the total student body had grown to about two thousand and the faculty had doubled, to say nothing of the annual accession of some 10,000 books and a total collection nearing 300,000. President Shain launched a campaign for funds and commissioned feasibility studies to determine whether to expand Palmer or to build a new library, and in the latter case where to place it.

A grant of $250,000 was received from the Andrew W. Mellon Foundation in 1971, and other gifts came in steadily. After much consultation it was decided to build a new library adjacent to Palmer and twice its size on the highest piece of college land. That decision involved some unusual negotiations with the city, which owned two large reservoirs on the selected site. One had been built as early as 1890 to afford fire protection to the northern part of the city, and the other had been added when the College and the Coast Guard plants developed. By a mutually advantageous exchange the College secured title to the plot in return for a tract of land on Gallows Lane, where the Fire

Department would construct a modern storage tank. In 1972 the trustees commissioned plans from the New York firm of Kilham, Beder & Chu, principal architects for twelve major academic libraries including those at Dartmouth, Princeton, Amherst, Trinity, Bryn Mawr, and Barnard. President Shain returned to participate in the ground-breaking ceremony in October, 1974, and two years later the impressive building was triumphantly opened.

Two smaller buildings also appeared in President Shain's time. Lazrus House, a cooperative dormitory for twenty-eight students, was given in memory of S. Ralph Lazrus, father of Eleanor Lazrus Karp '48, by his widow. Located on the hillside beyond the Infirmary, Lazrus was opened in September, 1964 and brought the total number of students in cooperative houses to seventy. In 1967 the Service Building was added at the lower end of campus with attractive landscaping, which provided cover for work vehicles.

Breaking Ground for Lazrus House, May 1, 1964: Warrine Eastburn, Assistant to the President, Corbin Lyman, Business Manager, and Alice Ramsay '23, Director of Personnel Bureau

As Margaret Thomson, Director of the News Office, commented, "Connecticut College was indebted to Charles Shain for resisting the temptation to overbuild" (*Alumni Magazine*, Summer, 1974), as many other colleges did at this period of peak enrollments. Instead, he modernized the older buildings, expanded dining facilities in Smith-Burdick, converted the wooden dorms, Thames and Winthrop, to headquarters for English and the Social Sciences respectively, moved the Admissions Office to Woodworth House, and built an addition to the Children's School. By establishing the president's residence across from the college entrance on Williams Street and making the former residence available for faculty gatherings and other college uses, he gave campus life a new flexibility. Less visible but also important were extensive improvements in the power plant and the enlargement of land holdings adjoining the Arboretum so that the campus measured almost a square mile.

Entrance to Lazrus House

The Jane Addams Fire, February 7, 1968

A great blow was the Jane Addams fire of February 5, 1968. Fortunately it occurred in the afternoon, and no one was injured; but seventy-two girls were displaced for the rest of the year and lost most of their possessions, including their precious notes, papers, and books. Other students generously shared their already crowded quarters; and the College was overwhelmed with offers of help from the Coast Guard Academy, Mitchell College, local merchants, and friends. On the financial side, the College had the burden not only of restoring the dormitory but of making costly changes all over campus to meet new fire codes.

Two other unexpected developments forced the College to make special plans. When the giant approaches of the new bridge over the Thames threatened to engulf the College, President Shain commissioned the architects of Cummings to draw up a long-range master plan which would anticipate traffic changes and future building needs. They recommended making a perimeter road to reduce traffic in the central campus and opening new exits on the west side. While these improvements were in process, the opportunity was taken to enhance the mall effect of the old south campus by laying a wide walk along the green from New London Hall to Cummings parallel to the walk on the west side from Knowlton to Freeman.

In 1968 the Coast Guard Academy, also expanding rapidly, took over a block on Mohegan Avenue which included several faculty residences; and the College had to provide new housing promptly. In a matter of months a unit of fourteen houses was built on River Ridge Road off Deshon Street.

These varied building projects add up to an impressive total, and Cummings was a milestone in college history. In this complex period, however, it is nevertheless true, as Margaret Thomson put it, that "the Shain administration will be remembered more for its human programs than for its building programs." (*Alumni Magazine*, Summer, 1974)

The Board Meets, October 16, 1969
From left, standing, Warren Weber, Helen Buttenwieser '27. Henry Margenau, George Oliva, Anthony Enders, Ella Grasso, Elizabeth Anderson, Percy Lee; seated, last row, Frazar Wilde, Helen Benton '23; second row, Eleanor Kranz '34, Charlotte Durham '19, Anna Lord Strauss; in front of window, Mary Anna Meyer '42, Janet Paine '27, and Mabel Smythe; front row, Mary Morrisson, W.E.S. Griswold, Jr., Chairman, President Shain, Esther Batchelder '19

## Who Makes the College Run?

*Trustees*

Throughout the Shain years the College owed its stability to the wisdom, experience, and whole-hearted support of its outstanding board of trustees. Chairman Frazar B. Wilde, widely known economist, put his expertise at the service of the College for eleven years and after his resignation as chairman in 1967 continued to be an active member. He was succeeded as chairman by William E.S. Griswold, Jr. of Old Lyme, retired business executive. As vice-chairman, Percy Maxim Lee, former national president of the League of Women Voters and a member of several presidential commissions, carried many responsibilities, while Mary Foulke Morrisson filled the secretary's role from 1938 to 1965, when she was made Honorary Secretary. Louise Howe, a devoted member of the Board from the opening of the College, was made an Honorary Member in 1960 and died in 1968.

At the end of President Shain's administration, the Board included several other trustees with long terms of service: Laurence J. Ackerman of Norwich, James F. English of West Hartford, and Anthony Enders of London and Waterford, well-known bankers; Helen Lehman Buttenwieser '27, prominent New York lawyer; Janet M. Paine '27 of the Rockefeller Foundation; Elizabeth P. Anderson of Noank, active in community affairs; Agnes Gund Saalfield '60, then of Shaker Heights, promoter of art education and mem-

ber of museum boards; Mabel M. Smythe of Newtown, educator and consultant on African affairs; and George Oliva, Jr. of Gates Mills, Ohio, business executive. Anna Lord Strauss of New York, also a former president of the League and a member of national and international committees, retired in 1974 after thirty-two years on the Board.

Trustees emeriti in June, 1974, still taking a lively interest in college affairs, included: Judge and former Governor Raymond E. Baldwin of Middletown, husband of Edith Lindholm '20; Esther L. Batchelder '19, then of Rome, a distinguished nutritionist who had enjoyed a double career as professor and as consultant in the US Department of Agriculture; Judge Allen L. Brown, Sr. of Norwich; Charlotte Keefe Durham '19 of New York, pioneer in progressive education; Sherman R. Knapp of St. Simons Island, Georgia, retired executive; Professor Henry Margenau of Yale, physicist and writer; Dorothy M. Moore, M.D. of Cambridge; and Bernhard Knollenberg of Chester, former Librarian of the Sterling Library at Yale and writer on the American Revolution.

*Administration*

Difficult as it is to express the College's debt to the trustees who at the managerial level kept the College operating, it is quite impossible to do justice to the administrative officers and faculty (overlapping entities) who gave hard work, trained minds, and humane understanding to the daily life of the College. Their former students and colleagues remember their skill and dedication, and I can here only list their responsibilities and tenure.

This period saw many changes in policy, such as the granting of regular Sabbaticals and of frequent leaves for grants or fellowships, optional early retirements, and continuance after retirement to teach special courses. Administrative responsibilities were divided, new titles appeared, and most departments adopted a system of rotating chairmanships.

Warrine Eastburn, Secretary of the College and Assistant to the President, coordinated the work of the president's office, the trustees, and the faculty from 1954 to 1974. She supervised campus publications, served as liaison on two presidential search committees, and several times acted on presidential committees in the absence or illness of the president.

Gertrude E. Noyes, Dean of the College from 1958 to retirement in 1969, was fortunate in her associates: Dr. Alice Johnson (English), Dean of Freshmen (1958–1969); Dr. Elizabeth Babbott '51 (Zoology), Dean of Sophomores (1958–1963); and Dr. Mary-Gertrude McKeon (Chemistry), Dean of Sophomores (1963–1969). Dr. Jewel Plummer Cobb, known for her research on cancer, was appointed Dean of the College and Professor of Zoology in 1969, with Alice Johnson as Associate Dean of the College and Joan C. King (French) as Dean of Freshmen.

In 1968 Dr. Philip Jordan, Jr. (History) became Associate Dean for Academic Studies and in the following year Dean of the Faculty, an office which gave him excellent preparation for the presidency of Kenyon College, to which he was called in 1975. Dr. Katherine L. Finney (Economics) was appointed the first Director of Graduate Studies in 1961 in recognition of that program's increasing importance in college development.

Eleanor Voorhees, Director of Residence, carried the responsibilities for student housing and dietetics from 1957 on, while Dr. Mary N. Hall '41 was Director of the Student Health Service from 1962. Other officers important in student life were: Marcia Pond, Financial Aid Officer from 1964 and Director of the Return to College program from its start in 1966, and Frances Brett (Physical Education), for many years Associate in the Office of the Dean. Expanding student activities were supervised by Sally Carleton Trippe '52 as Assistant Dean for Student Activities (1965–1968) and by Margaret Watson '61 from 1968 on, with a later change of title to Dean of Student Affairs.

The Deans Meet with the President, 1960
Warrine Eastburn, Dean of Administration, Elizabeth Babbott '51, Dean of Sophomores, Alice Johnson, Dean of Freshmen, and Gertrude Noyes, Dean of the College (Morton Plant Still Observes)

Dr. M. Robert Cobbledick, Director of Admissions for twenty-six years until retirement in 1967, was known as "the gentle guardian of our gates." Jeanette Hersey, taking over that responsibility in difficult times, was able to present the College in an attractive light to students with new and varied expectations and is now Dean of Admissions. Professor Rita Barnard (Economics), Registrar from 1958 to retirement in 1971, also served for almost a quarter of a century as Secretary of the Faculty. She was succeeded as Registrar by Dr. Robert L. Rhyne (Psychology), who continues in that office.

It is appropriate to recall at this point that at Connecticut College administrators who deal with academic matters have traditionally been expected to teach as well. Although this combination requires of deans and others superhuman energy and Machiavellian scheduling, it has no doubt been justified by the respect which the faculty accords the administrators and the ease of communication between the overlapping groups.

The library collections and services expanded prodigiously under the direction of Hazel A. Johnson for twenty-five years (1943–1968). She was succeeded by

Mary A. Mackenzie in 1968 and in 1974 by Brian D. Rogers. As an initiation Mr. Rogers had the herculean labor of moving some 300,000 books, but he was rewarded by the privilege of opening the beautiful new library.

The related offices of business manager, bursar, and treasurer had complicated evolutions, as college finances and services grew more specialized. Corbin Lyman was Business Manager from 1962 to 1966, and Ruth Raborn, Bursar from 1961. In 1966 Richard S. Lewis became Treasurer and Controller, to be succeeded in 1971 by E. Leroy Knight, the present Treasurer and Business Manager. Two other officers who in their special fields kept the College in touch with the "world" were John H. Detmold, Director of Development from 1964 and, across the hall, Margaret Thomson, Director of Press Relations from 1963 and since 1966 Director of the expanding News Office.

The Personnel Office (later Career Counseling and Placement Office) had developed under L. Alice Ramsay '23, who for thirty-nine years directed student employment and career counseling. In 1968 Dr. Betsy A. James took over that increasingly complicated office, modernizing procedures and making new connections.

The Alumni Association was also growing rapidly with almost 12,000 members by 1974; and capable Executive Directors (Charlotte Beckwith Crane '25 from 1957 to 1968, Eleanor Tyler '30 from 1968 to 1971, and Louise Stevenson Andersen '41 from 1971 on), cooperating with alumni officers, introduced new programs to suit the times. Alumni Council played an increasingly important role, while many graduates assisted the Admissions Office by serving as Admissions Aides all over the country and by bringing busloads of prospective students for a day on campus.

As part of the Fiftieth Anniversary program in 1961, the first Alumnae College introduced lectures and readings on "Existentialism." Later Alumnae Colleges studied such topics as "America's Cities," "China—Yesterday, Today, and Tomorrow," and "The Environmental Crisis." After the start of coeducation in 1969 and the Strike in 1970, however, the primary concern of alumnae was to understand the "new students" and the ways in which the College met their expectations. In order to bring alumnae and students together for mutual understanding, reunions, which had been held since 1956 during the weekend after Commencement, were returned in 1972 to Commencement Week.

A popular demand of alumnae during the late Sixties and into the Seventies was "Extending Education," as reflected in issues of the *Alumnae/ni News* studying timely topics and in annual Study Tours from 1973 on to Mexico, Guatemala, China, and other countries.

*Faculty*

Many long and distinguished faculty careers came to an end during this period. In the English Department Professor Hamilton M. Smyser, chairman and eminent medievalist, retired in 1966 after thirty-two years at the College and Professor Gertrude E. Noyes in 1969 after forty years.

The year 1967 saw the retirements of three professors in the language departments: Hannah Hafkesbrink, Brigida Pacchiani Ardenghi Professor and chairman of the German Department with thirty-four years of service; Svetlana Kasem-Beg, chairman of the Russian Department for eleven years; and Malcolm B. Jones, Professor of French and Spanish for twenty-nine years. In 1968 Zelmira Biaggi, chairman of the Spanish Department, retired after forty years; and in 1970 Elizabeth Evans, Henry B. Plant Professor and head of the Classics Department, after seventeen.

In the Government Department Marjorie Dilley, chairman and early student of African affairs, retired in 1968 after teaching thirty-three years and Professor Louise Holborn, authority on European emigrés, in 1963 after sixteen.

In Economics Professor Margaret Ely completed twenty years of service in 1964, Professor Rita Barnard forty-two years in 1971, and Ruby Turner Morris, Lucretia L. Allyn Professor and chairman, twenty-one years in 1973. In Sociology, Professor M. Robert Cobbledick retired in 1967 after forty-one years and Professor Mason Record in 1973 after thirty.

In the sciences, Paul Garrett, chairman of the Physics Department, completed fifteen years in 1967 and in 1968 Dorothy Richardson, chairman of the Zoology Department, twenty-five years and Sybil Hausman, thirty-eight. Harriet B. Warner '24, chairman of the Child Development Department for nineteen years, reached retirement in 1968; and Julia W. Bower, chairman of the Mathematics Department for thirty-six years, retired in 1969.

Arthur Quimby, chairman of the Music Department and director of the college choir, served for twenty-one years (1942–1963); and Martha Alter, well-known composer who succeeded him as chairman, retired in 1969 after twenty-seven years. Professor Marguerite Hanson of the Art Department and a painter of note, retired in 1964 after thirty-four years and in 1971 Margaret Hazlewood '32 after twenty-four years of teaching and directing dramatics.

Professors retiring from the Physical Education Department during President Shain's administration were: Ruth Wood in 1964 (forty years), Ruth Thomas in 1966 (twenty-four years), Frances Brett in 1968 (a record forty-five years), and in 1974 Helen Merson, chairman (sixteen years) and Ruth Ferguson '30 (twenty-three).

The College was saddened by the deaths of several professors in mid-career. George Haines IV, Charles J. MacCurdy Professor of American History, died in 1964. Coming to the College in 1943, he specialized in intellectual history and served as chairman of the History Department. He is honored by the Haines Room in the new library. In 1966 Professor Robert Bredeson of the English Department, after five years of teaching, died at the age of thirty-seven. Ruby Jo Reeves Kennedy, Lucretia L. Allyn Professor and chairman of the Sociology Department, died in 1970 after twenty-five years. She was college marshal as well as an important member of college and community committees. James S. Dendy, Professor of Music and Chapel Organist, died in 1971 after fourteen years at the College and Thomas H. Ingle of the Art Department, in 1973 after fifteen years.

### The Resignation of President Shain

In September, 1973 President Shain surprised the College by submitting his resignation effective in June, giving his reason as follows:

> Mrs. Shain and I are sad to announce the ending of this happy chapter in our lives. I hope the College Community will understand the simple reason for our decision. College presidents must not run out of steam, and I do not want to fail the College at this promising time in its history. It is time for a fresher person to bring new perceptions and energies to one of the most interesting jobs I can imagine, to be the president of this hard-working, happy, and successful college.

In "very reluctantly" accepting the resignation, W.E.S. Griswold, Jr., Chairman of the Board, praised President Shain's "outstandingly successful record,... his talented leadership,... and his contagious spirit of enthusiasm, innovation and eagerness" and noted that he had led the College through "the decade of greatest growth and innovation in its 63-year history." During the year trustees, faculty, and students took every occasion to express their appreciation to Charles and Jo Shain, who had become friends and good companions, and to wish them happiness in their Maine home.

As we have discussed President Shain's administra-

tion in detail, it will suffice here to cite a few tributes from those who worked closely with him in various aspects of his complex task (*Alumni Magazine*, Summer, 1974).

Louise Stevenson Andersen, Executive Director of the Alumni Office, speaking for the alumni, noted that almost one third of them (31 per cent of 12,000) had graduated during the preceding twelve years.

> Under the sensitive and capable leadership of President Shain, we have had an era of harmonious and close cooperation between the Alumni Association and the College. He has striven steadily and tirelessly to achieve the goals of Connecticut College and to make it merit the pride of its alumni.

Louise Andersen also recalled that at their fiftieth reunion the Class of 1919 had made President and Mrs. Shain honorary members, an act which was indicative not only of their affection but of their tacit endorsement of coeducation.

Jeanette Hersey, Director of Admissions, calculated that President Shain had greeted 4,541 freshmen and commented:

> The Shain years have been exciting ones in the Admissions office. The growth that occurred in the College, new academic programs, opportunities for individualized learning, new facilities, and the quality of personal relationships here have had a positive impact on the popularity of Connecticut College, and record numbers of students are applying for admission.

Katherine A. Powell, a member of the class that "graduated with Charles Shain," said:

> The Class of 1974 is proud of having been part of the Shain years. We witnessed the growth of coeducation, of increased academic freedom and enrichment, and of new social and recreational opportunities. At a time when many New England colleges were forced to compromise their standards, President Shain consistently maintained excellence in the quality of education at Connecticut.

Eleanor Hine Kranz '34, Alumna Trustee, chose a nautical metaphor:

> It fell to Charles Shain [in the good ship *Connecticut College*] to ride out the tides and tempests of change in wars abroad and conflicts at home, new attitudes, new social and sexual mores.... I like to think,... that his adherence to the basic principles of Judaeo-Christian culture (meaning *reason*, listening as well as talking; plain human *decency* and *honesty*; and the fundamental tenets of *what is right* and *what is wrong*), along with his instinctive understanding, knowledge, and compassion for the ideals and passions of young people, brought us safely to this day.

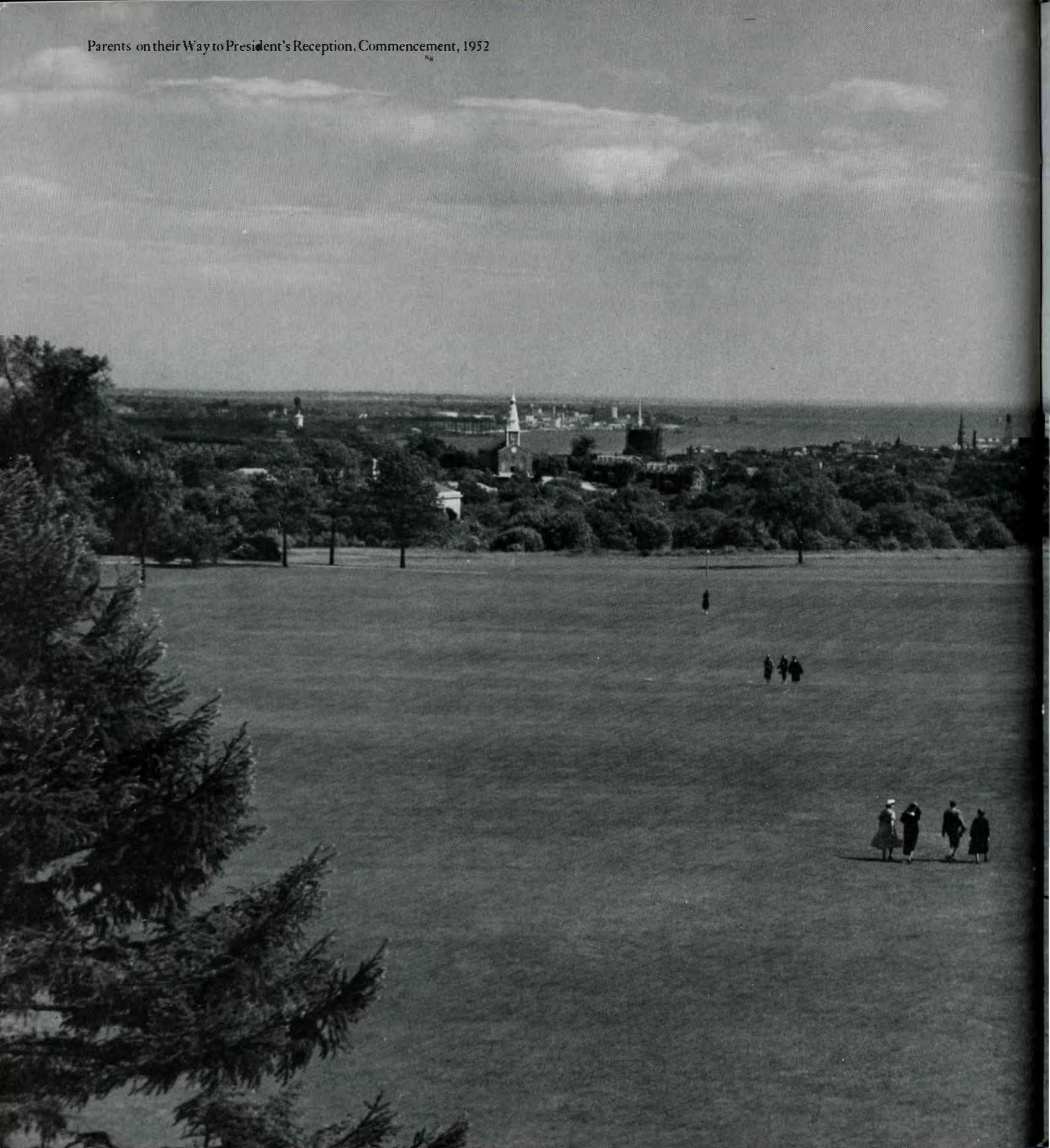
For our final accolade we quote Dean Philip Jordan:

> Charles Shain initiated a variety of changes which have made us a better college.... First, while retaining still valid traditional values, we have redefined liberal education to meet the requirements of the present period. Second, we have ventured into new fields and broadened the possibilities for our students. Third, we have reached out and attracted a wider variety of students and offered new services to the communities around us.

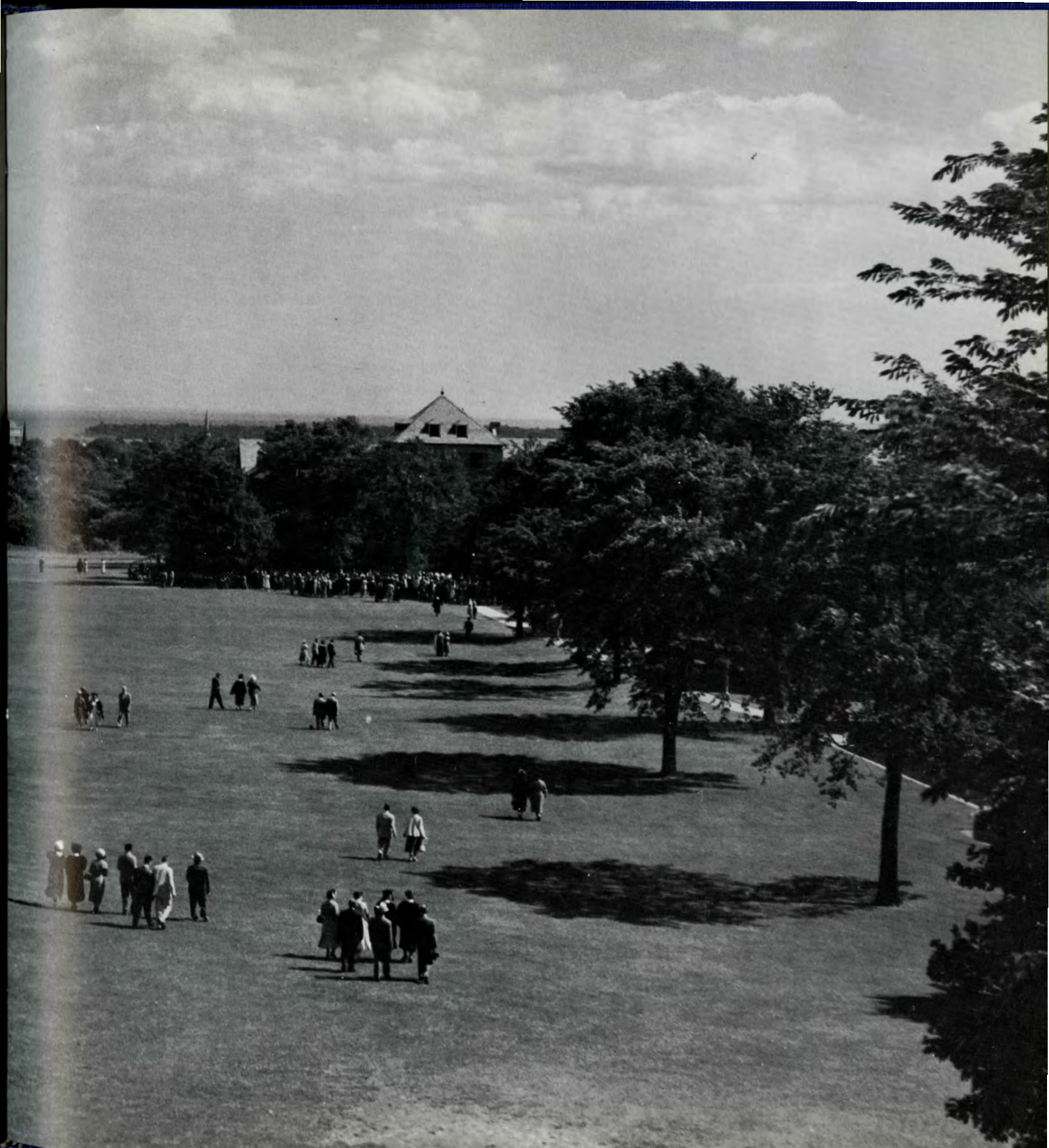
He concluded:

> This summer, when Oakes Ames succeeds Charles Shain as president, he will receive a Connecticut College that has grown in academic qualities and reputation, in educational responsiveness to contemporary students, in strength and confidence during the twelve years of his predecessor's stewardship.

# 6. President Rosemary Park 1947–1962



Parents on their Way to President's Reception, Commencement, 1952



President Rosemary Park

President Park with her Father, the Rev. J. Edgar Park, and her Brother, the Rev. William E. Park

By background and nature Rosemary Park seemed predestined to a college presidency. Her father and her brother were well-known educators: the Reverend Dr. J. Edgar Park, president emeritus of Wheaton College, and the Reverend Dr. William E. Park, then president of the Northfield Schools and later president of Simmons College. On the occasion of Rosemary's inauguration her father was heard to remark, "This family has spent all of its life walking in academic processions."

Having earned her B.A. summa cum laude and her M.A. from Radcliffe, Rosemary Park continued her studies at the Universities of Tübingen and Bonn and earned her doctorate magna cum laude from Cologne. After teaching at the Winsor School and Wheaton College, she came to Connecticut College in 1935 as instructor in German. She was at once recognized as a gifted and scholarly teacher and rose rapidly in academic rank while, as housefellow, first in Windham and then in Freeman, she also shared in student life.

Under President Blunt's watchful eye, Miss Park underwent a kind of apprenticeship in administration. She was made the first Dean of Freshmen in 1941, and four years later as Academic Dean she was given the responsibility for many major decisions during President Blunt's "postgraduate year." In June, 1946 she was appointed Acting President; and, at an all-college assembly on February 21, 1947, having passed all her tests with flying colors and outpaced more than a hundred other candidates, she was announced as fifth president.

The assembly was planned to coincide with the annual meeting of the Alumnae Council; and, despite the worst snow and wind storm of the winter, many alumnae were present in parkas, snowsuits, and stadium boots to cheer the announcement. On the home front Miss Park was welcomed as friend and colleague by trustees and faculty and received enthusiastic support from students, as shown in the editorial, "Our Hearts and Hands to You" (*News*, May 14, 1947):

> ...the inauguration of Miss Rosemary Park as our new president will be an extremely enjoyable event as well as an important one. She has been associated with the college community for several years; and we have come to know her, to like her, to admire her. And, as we would feel toward a friend on whom we have placed our hopes, we take pride in Miss Park's latest achievement.
>
> The requirements for a college president are many and varied. In Miss Park we feel that they are fulfilled. In academic matters, she has had valuable experience as a professor both at Wheaton College and at Connecticut. She has learned the business aspects of college administration during her two years as Academic Dean. Her charm and poise on social occasions has been outstanding. Above all, her understanding of students, gained during her years as dean of freshmen, proves her suitable to take over the position of president.

### The College and World Developments

During President Park's administration the world underwent a series of crises and reached a state of ferment which inevitably agitated college campuses. The pace of discovery, catastrophe, and confrontation quickened; and educators were hard put to react wisely to unprecedented events and attitudes. Already the problems that were to explode in the Sixties were taking shape and posing formidable questions. In her inaugural address the new president described the enigma which educators of that troubled era had to face:

> While all institutions are subject to planning at certain times, education, more than any other institution, involves planning at all times; planning is, indeed, its very essence. Educational planning, however, is more complicated than any other type since all the quantities concerned are $x$ quantities.

> Education pretends to prepare an as yet undeveloped human being for life in a world of which the educator can know little—for life in the future.

In retrospect, President Park's years fall into three distinct periods, each spurred by national or international developments that strongly affected the life of the campus.

For an all too brief period after the war, students felt the exhilaration of victory and peace. They launched projects to aid the victims of war and looked forward to a peaceful world under the new United Nations. Their sights and endeavors widened. "Since the war," an editorial in the *News* (October 15, 1947) proclaimed, "the spirit of American youth has changed from Americanism to Internationalism. We have thrown aside isolationism and become world-conscious." The newly founded National Student Association offered work and study programs in Europe, and crowded student ships shuttled the Atlantic in the summer. One student, Ellie Roberts '48, brushed aside the cautions of the State Department to attend the World Youth Festival in Prague in 1947. Her reports of the plight of European universities shocked the campus. The College Community Chest that fall focused on help to students and children abroad, and contributions to China relief brought a gracious letter from Mme. Sun Yat-Sen. Organizations such as the Student Federalists, believing that world government was the only road to lasting peace, sprang up overnight. International Weekends featured speakers from the UN and from various embassies; and exchange students from New England colleges gathered to discuss world issues, such as food conservation, the Marshall plan, and the rehabilitation of foreign universities. Our own exchange students—notably Vera Bednar, who had spent time in a Nazi labor camp in Czechoslovakia—interpreted their countries on campus and our country on their return home.

All too soon, however, this interlude of peace and rebuilding was shattered when the Russians erected the Berlin wall, necessitating our air-lift, and the North Koreans crossed the 38th Parallel. Then came the news that the Russians had the atomic bomb, and the long Cold War was on—with all its threats and tensions. Civil Defense sprang to the alert, urging the building of air raid shelters and requiring disaster drills, while students, for the first time asserting themselves against authority, protested such measures as useless and misleading. Most disturbing of all was the growing strife in our own country following the Supreme Court's decision in 1954 that "Separate but equal has no place in public education." Ugly conflicts in the South led to the President's ordering troops to Little Rock and to the dismaying realization that the North shared in the guilt of civil injustice.

In such a hostile and disillusioned world, students lost their crusading spirit. Some left college in mid-career; and many graduates were willing to settle for any security they could grasp—a job, marriage, a home. One alumna, looking back on this time, said: "I decided to find my niche and to stay in it. No more chaos, no more tragedy"; and another, "Marriage and four tow-headed kids. Enlightened domesticity—this was the fulfillment we chose." Students in these years were denounced as "the silent generation"; but, with McCarthyism infecting the land, professors, officials, and journalists were also guarded in expressing their views. Leaders in government and education were being dismissed by the hundreds as "security risks," and amid talk of "Fifth Columns" and "subversives" students and faculty saw even their prized freedoms of inquiry and speech threatened.

The third period burst upon the country with the launching of *Sputnik* in 1957, demonstrating the Russians' apparent superiority in technology and galvanizing the American public, which promptly began to disparage our scientists and our whole educational system. Actually *Sputnik* proved to be the stimulus to a strong revival of the American spirit. Not only was *Explorer I* launched only three months later, but an

Between Classes

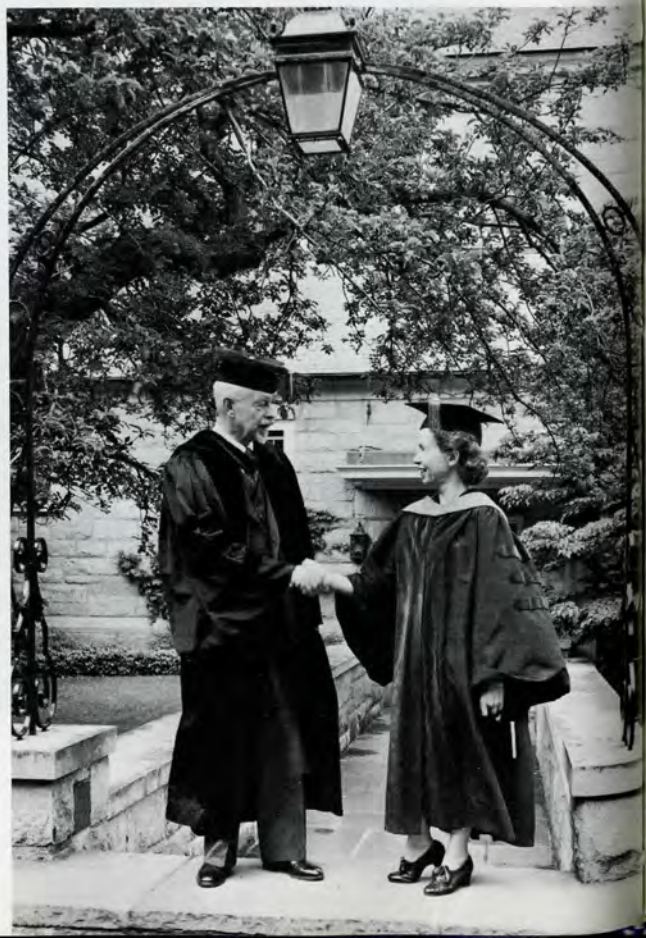
Lighter Moments

The Reserve Room in Palmer Library

Mme. Pandit Speaks at College, 1950
Gabrielle Nosworthy, Janet Surgenor, and Mary Ann Woodard of the Class of 1950 and President Park in the Green Room

President Park Discusses Alumnae Matters with Helen Hood Diefendorf '26 on Class Day, 1951

President Park with Campus Visitors, Governor Abraham Ribicoff and Senator Prescott Bush



RIGHT President Park with her Father after his Baccalaureate Sermon, 1951

electric charge was felt throughout the government and the schools. Overnight, education, which had been regarded as the province of experts, became public business and front-page news; and federal commissions were appointed to survey programs and strengthen academic standards. At the opening assembly on February 5, 1958, President Park commented:

> We have witnessed in the past months the greatest and most profound change in public sentiment toward education at least in my generation.... We are witnessing today in this country the coming of age of America, because not only are brains to be respectable and respected, but the cultivation of the intellectual power in this country is about to become the outstanding form of public service, perhaps of patriotic service.

In their turn our students, like students elsewhere, distrusted traditional requirements and called for "relevant courses." Welcoming their interest in the rationale of their education, however prompted, President Park was indefatigable in defending the validity of the liberal arts in any period.

Along with the quickened sense of purpose in higher education came grave problems of space and money. As the long-prophesied "boom" (the post-war crop of babies) reached college age, every college felt obliged by its educational mission to accept more students. Many of these "new students," though bright and strongly motivated, lacked solid preparation and needed financial support. The demands on faculty time and ingenuity were unprecedented, while the trustees struggled to find funds for expanding scholarships and adding faculty.

In the face of such challenges, President Park maintained an efficient, progressive, and confident college. To summarize her achievements, she gave the curriculum new form and life, enhanced the College's academic prestige, enlarged the student body by a third, added the Student-Alumnae Center and the North Complex, and, through the Fiftieth Anniversary Fund, kept the College solvent. Her record was indeed so distinguished that it attracted attention on other campuses and led to her being claimed for widening responsibilities.

### To the Four-Course Plan

A highly congenial task for Rosemary Park was revitalizing the curriculum. Despite adjustments through the years, each of which had seemed major at the time, the basic requirements had changed remarkably little. Students had accepted the requirements as the faculty's prescription for an educated person and ticked them off, course by course, until each student reached her major—and freedom. Student-Faculty Forum encouraged debate, and a healthy amount of "griping" occurred; but most students, scrambling to pass tests and meet deadlines, concerned themselves little with the rationale of requirements or the philosophy of a liberal education.

As skepticism grew in the Fifties, however, President Park took every occasion to point out to students and parents the personal and political importance of the liberal arts:

> We need to cultivate a clearer sense of the relation of education to the defense effort of our civilization.... In the past the college instructor may too often have felt that he labored at a somewhat aesthetic task, that of striving to motivate the fullest individual development of those under his charge. Today, however,.... it is rather a political task in the broadest use of that word.... To equip our college generation against the foreign form of totalitarianism as well as against the more subtle forms which pervade our own country, is the basic task of education today. It will be achieved best by the development of balanced, mature human beings....

> Higher education can only fulfill its mission... if it labors increasingly to make the college generation look the future in the face.... The schools and colleges are in the front line of the political battle; and the educator's task has a new urgency, immediate obvious significance, and wide scope... The tasks of education and of our whole society coalesce as never before in the necessity to maintain and enhance individual freedom. (*Report*, 1953)

The curricular revision of 1953 charged the student to familiarize herself with her heritage ("the Western tradition") through European history and against that background to analyze the unique contribution of her own country through U.S. history or government. She would "develop precision in thought" in Mathematics or Logic, "gain perspective and direction" through Philosophy or Religion, and cultivate her taste in Art or Music. Though the revision actually increased the requirements, it focused on making the student realize what each course contributed toward her development, while providing liberal exemptions or advanced placement for those qualified.

As work pressures increased, a more drastic revision occurred at the end of the Fifties. Students were struggling to turn out papers while faculty became increasingly frustrated with superficial and too often late work. The cry was for fewer and longer class meetings to encourage more thoughtful study. The corrective already adopted by several colleges was a restructuring of the curriculum on a four-course plan without altering its basic concepts.

After a long round of discussions, Connecticut's Four-Course Plan was introduced in the fiftieth anniversary year, 1961–1962. Liberal arts remained at the heart of the program, but semester courses became the norm with a trend to seminars meeting once or twice a week. Probably the greatest benefit to the College was the critical survey of the entire course offering and, as seems to be the cyclical need of faculties, the reinvigoration of the curriculum, which was "born again" in the process. Tests for exemption, advanced placement, and credit were now required so that each course in the total (reduced from forty to thirty-two) was guaranteed to be a real step forward. Special seminars, reading week, independent study, and honors work spurred student initiative. President Park wrote in the *Newsletter* (Summer, 1961):

> [This new plan] will increase the intensity of learning and the effectiveness of teaching at the College. It is a recognition on our part that college study is something more than memorizing. It is this strange kind of process we call 'thinking.' You can learn very rapidly when you're young, but to think takes time. So I am convinced that this change... is an admirable one.

Such faculty-student discussion of goals and methods brought new vitality to the academic life. In this cooperative intellectual atmosphere, the protective attitude of faculty in academic and social matters, dubbed "in loco parentis," was no longer acceptable. The old hierarchy of courses—introductory, intermediate, and advanced with its apparatus of prerequisites— was yielding to flexibility, as the faculty moved from protection of the student to challenge. Socially also, the class hierarchy was giving way. Freshmen were no longer being relegated to all-freshman dorms for a supposedly happy year of adjustment, and sophomores were no longer being housed in the Quad to enjoy their traditional slump together. Mixed dorms were becoming the norm, and it was easy for freshmen and sophomores to find others in the house who shared their level of maturity and their interests.

Another spur to maturity for freshmen was the requirement of summer reading to be discussed during opening week. The material, often philosophical or technical, put the student on notice that college was a serious business. In this time of technological innovations, science was often given priority, and the rift

between scientists and humanists widened. In the summer of 1960, therefore, the freshman took her initial plunge into C.P. Snow's *Two Cultures* and Norman Wiener's *The Human Use of Human Beings*. Other recommended readings to broaden the student's approach were: Albert Camus' *The Fall*, Barbara Ward's *Five Ideas that Changed the World*, and Walter Lippman's *The Good Society*. This was indeed a formidable baptism in turbid intellectual waters.

A feature introduced in 1945 and growing in importance was Freshman-Sophomore Week (later Sophomore Symposium), designed to aid underclassmen in the choice of major and career. Distinguished scholars from the Humanities, the Social Sciences, and the Sciences came to campus to discuss the nature and rewards of their fields with each other and with students.

Speakers on this and related programs included an array of college presidents: Harold Taylor of Sarah Lawrence, Howard Lowry of Wooster, Gordon Chalmers of Kenyon, Otto Kraushaar of Goucher, Victor Butterfield of Wesleyan, and Benjamin Wright of Smith. Paul Tillich, Reinhold Niebuhr, F.S. Northrup, Hannah Arendt, and other notables presented philosophical and religious points of view, while the political field was represented by Mme. Vijaya Lakshmi Pandit, Eleanor Roosevelt, Ralph Bunche, Governor Chester Bowles, Sir Leslie Munro of the UN, and Dr. Edwin Reischauer. Professor Gwendolen Carter of Smith visited campus often to give firsthand accounts of "Nations in the Making" in Asia and Africa, while Connecticut's professor Marjorie Dilley brought reports of Uganda's new independence and Professor Louise Holborn presented her research on the international refugee problem. Never to be forgotten was Norman Cousins' Commencement talk, in which he reenacted the countdown at Bikini. Students were thus constantly bombarded with experiences, ideas, and differing points of view from leaders of the day.

### The Faculty and Trustees in the Fifties

Meanwhile the classrooms were providing contact with a brilliant faculty, a prime asset which Connecticut had enjoyed from the start. President Park often reminded students of their good fortune in days when crowded classes in universities were being taught by graduate students:

> Obviously, the greatest tool in this academic production is an alert, sympathetic faculty. Seldom, I think, has a college rejoiced in a faculty of such distinguished caliber as our students presently enjoy. (*Report*, 1956)

In her *Fiftieth Anniversary Report* Miss Park said with pride, "The stature of Connecticut's faculty is such that the mere presence of some members is attracting young scholars of remarkable potential."

In those days when "Publish or perish" was the battle cry in the big universities and the individual student was often lost in the combat, Connecticut found no conflict in its double obligation to scholarship and teaching. As a description of the ideal faculty, President Park in her 1955 *Report* quoted Professor Rosemond Tuve, internationally known Renaissance scholar, as follows:

> Students learn something from seeing that a faculty member considers his responsibilities to be to learning in general rather than to them as students simply and solely.... I think it is the duty of a college administration to see that the faculty as a whole represents a fair division between the productive scholars and artists, and those whose gifts are more marked in the area of teaching alone. The scholar may lose sight of the pupil in the nobility of his devotion, the teacher may become dull and a little sentimental if he sees nothing but the human problem in the pupil. Fair standards of work are established only by concern both for the magnitude of the task and for the restricted capacity of the

Faculty Meeting, 1959

human being. So a faculty which sees the two aspects labors to set educational goals which are realistic and which nevertheless disclose the vaster areas of knowledge waiting for the student's disciplined consideration.

Few colleges could boast the high percentage of professors who gave almost their entire academic lives to the college. During President Park's administration many who had come in the early days and helped to form Connecticut College reached retirement age.

In 1948 the College was saddened by the death at the age of thirty-seven of John F. Moore, Associate Professor of English and Director of the highly successful Summer School of the war and postwar years. In 1949 Professor Gerard E. Jensen, whose specialties were American literature and advanced composition, retired after thirty years; and Carola Ernst, chairman of the French Department, died after thirty-three years of teaching. To her President Park paid a sensitive tribute in her *Annual Report:* "To generations of students Miss Ernst brought an European point of view and represented the values of the Old World in the New in vivid and compelling fashion."

The Fifties brought many changes. In 1951 Grace Leslie of the Music Department completed fifteen years, her dramatic teaching having inspired many young singers and her rich mezzo-soprano having contributed to the musical life of the campus. The following year Mary C. McKee, chairman, and Professor Margaret Kelly of the Chemistry Department retired after thirty-four and twenty years respectively, and Florence Warner, chairman of Economics, after fourteen. Professor Florence Hier (French) and Vera Butler, chairman of the Education Department, retired in 1951 after twenty-one and fifteen years of service respectively.

In 1954 Professor Esther Cary (French), who had been the first appointment to the original faculty, completed thirty-nine years of teaching. In the same year Frank E. Morris, chairman of the Philosophy Department, retired after thirty-seven years; Bessie Bloom Wessel, chairman of Sociology and later of Social Anthropology, after thirty-six; and Robert Fulton Logan, chairman of Art and skilled etcher, after twenty. Professor Pauline Aiken (English), well-known medievalist, died in 1956 after eighteen years on the faculty. That year also saw a dramatic episode, when Alexander Kasem-Beg, head of the Russian Department for ten years, failed to appear for his fall classes. He eventually reappeared in his native Russia, where he held a position with the Russian Orthodox

Church while his wife, Svetlana, assumed the chairmanship of the department, which continued to flourish.

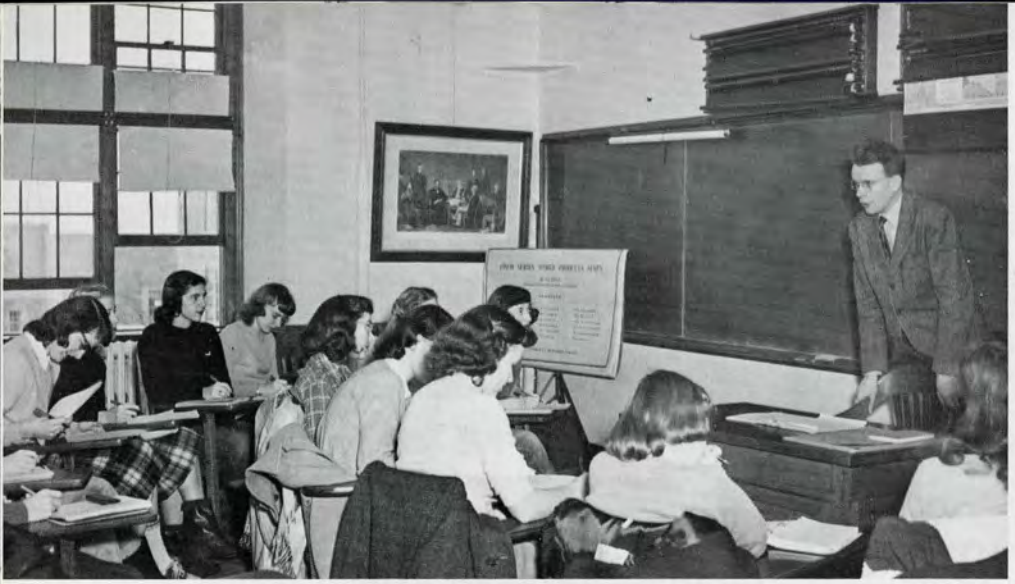
Frances Botsford, Katharine Blunt Professor of Zoology, retired in 1957 after thirty-one years, and the Reverend Paul Laubenstein, chairman of the Religion Department and Director of Chapel Activities, after twenty-nine. That year Professor Robert E.L. Strider II left the English Department after twenty-one years to become president of Colby College, where he enjoyed a long tenure, retiring in 1979.

In 1958 Margaret Chaney, chairman of Home Economics and widely known nutritionist, and Professor Mildred Burdett of the same department retired after thirty-two and twenty-eight years respectively, and Ruth Stanwood, chairman of Physical Education, after thirty-five. Professor Catherine Oakes (English), who served also as housefellow of Knowlton and as Dean of Sophomores, retired after thirty-three years, only to enjoy a second career at Williams Memorial Institute as teacher and principal. An epochal retirement was that of Professor E. Alverna Burdick (Physical Education) after thirty-two years, twenty-eight of them as Dean—Dean of Students from 1930 to 1948 and Dean thereafter. Describing her as "the defender, interpreter, and consoler of faculty and students," President Park said, "Surely no single person in the history of the College has meant so much to so many people." Another member of the administration, Kathryn Hunter Peugh, Registrar, retired the same year after thirty years of service.

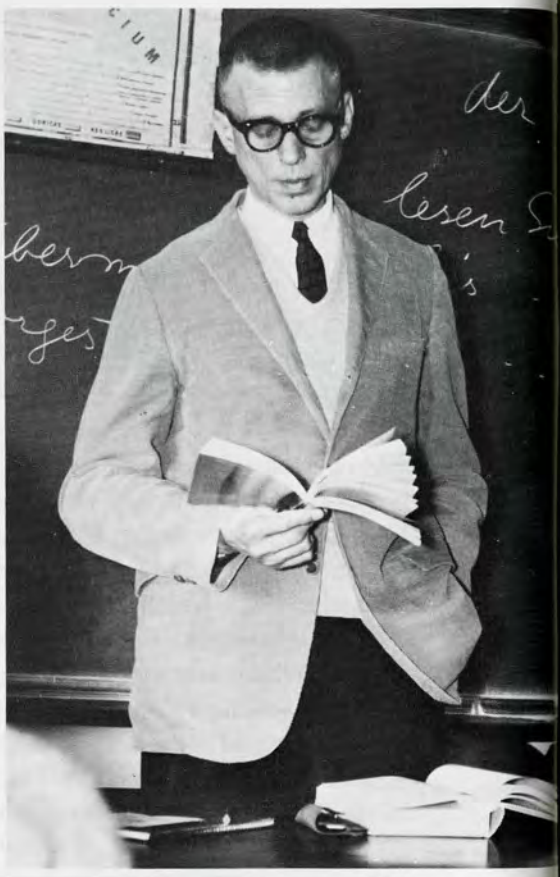
In these years three esteemed members of the campus died in mid-career: Professor Robert Mack of Philosophy in 1958 after fourteen years of teaching; Mrs. Martha Young, Bursar for sixteen years, in 1959; and Professor Ruth Bloomer, who had taught Dance and been Director of the prestigious Dance School for fourteen years, retired for health reasons in 1958 and died the following year.

In 1960 Professor Hyla Snider (Economics) retired after thirty years, and Marc Chadourne, head of the French Department and a writer of note, after ten. Professor Hannah Roach in 1961 completed thirty-eight years in the History Department, where she had pioneered in Latin-American Studies and later in Eastern European and Oriental History, besides enjoying extracurricular success as a painter. In the same year Josephine Hunter Ray Harris retired after

Informal Daily Faculty Meeting in Post Office, Fanning
From left, Professors Rebolledo, Destler, Guerster, Hier, Holborn, Snider, and Strider with Miss Jessie MacCallum



Classroom and Studio Scenes with Professors Cranz, Baird, Hazlewood, and McCloy



Miss Catherine Oakes, House Fellow, at Knowlton Party, 1951

Department Pictures, 1952
French, Music, History, English, Government, and Botany

twenty-six years of teaching Speech, having also supervised dramatics and the radio program for much of that time.

In June, 1962, when President Park conducted her last Commencement, several faculty and staff members finished their careers. Dorothy Bethurum (Loomis), chairman of the English Department for twenty-two years and internationally known medievalist, retired, as did Sarah Jones of Zoology after twenty-five years.

At the same time Elizabeth Harris completed thirty-six years as Director of Residence; and two men who had been responsible for the beauty and efficiency of the College plant also retired. Robert Wheeler, eighty-four years of age, who had been Superintendent of Grounds for forty-five years, was retained as consultant. He had come to campus in 1917, when "dairy cattle still grazed on the hilltop pasture," had built roads, sidewalks, and walls with teams of horses and scores of laborers, and had "planted practically every tree on campus." His work on the grounds was carried on by his son, Martin, and his grandsons. His coworker, Glenn Chapman, retired at the same time after thirty-nine years as Superintendent of Buildings.

Not surprisingly the Alumnae Office had also undergone significant changes. In 1957 Kathryn Moss '24 retired as alumnae secretary after twenty-four years, during which the Alumnae Association had more that tripled and the chapters increased from fourteen to thirty-one. By her talents in writing and editing, Miss Moss had made the *Alumnae News* a major college publication; and she had introduced lively new alumnae programs. She was succeeded by Charlotte Beckwith Crane '25, another capable and dedicated alumna who served until 1968 and saw the membership grow to over 12,000 and the clubs to forty-three.

A mere catalogue cannot do justice to such gifted and loyal persons. Those who knew them, whether as

In Alumnae Office, Julie King Facing Kathryn Moss '24, Alumnae Secretary, and Sadie Coit Benjamin '19, Assistant

Conference between Charlotte Beckwith Crane '25, Alumnae Secretary, and Julia Warner '23, 1958

teachers or as colleagues, appreciate the unique contribution each made to the College. At any period a college is in essence the sum of its faculty, staff, and students; and an especially grateful and affectionate tribute is due those who together built its campus, defined its guiding principles, and earned its prestige.

Supporting the faculty was an equally dedicated Board of Trustees, many of whom also retired during President Park's administration after long terms of service. Frances Scudder Williams, who, as President of the Hartford College Club from 1910 to 1913, had appointed the committee to establish a woman's college in Connecticut and had been a member of the Board of Corporators, retired in 1948, though continuing as an honorary trustee until her death in 1958 at the age of ninety-three. F. Valentine Chappell, an original member of the Board and its second chairman, retired in 1959 after forty-eight years. Louise Howe, a Norwich resident who shared in campus activities from the beginning, became an honorary member in 1960 after forty-five years of active service.

William H. Putnam of Hartford, who had been chairman of the Board since 1943 and, as Miss Park said, had "supported the visions of three presidents," died in 1958. He was succeeded by Frazar B. Wilde, also a prominent businessman of Hartford and the father of two Connecticut College alumnae, Caroline Wilde Schultz '42 and Cornelia Wilde Dickinson '49. Mary Foulke Morrisson, a leader in the local community and formerly in the national movement for women's suffrage, continued as Secretary and Earle W. Stamm, president of the National Bank of Commerce of New London, as Treasurer until poor health obliged him to retire in 1961 after thirty-three years. He was replaced as Treasurer by Ruth Raborn, a member of the administration.

Other trustees who were familiar figures on campus during President Park's years were: Governor Wilbur L. Cross (formerly Dean of the Yale Graduate School), Judge Christopher L. Avery, Bernhard Knollenberg (Librarian of the Sterling Library at Yale and authority on the American Revolution), Judge Allyn L. Brown, Katherine Ludington, Anna Lord Strauss, Dorothea B. McCollester, Judge Chauncey H. Hand, Jr., Sherman R. Knapp, Dr. Dorothea Moore, and Percy Maxim Lee of the national office of the League of Women Voters, who carried the vice-chairmanship of the Board for many years. Besides the trustees appointed for five-year terms by the alumnae, certain alumnae became permanent members of the Board, notably educators Charlotte Keefe Durham '19 and Esther L. Batchelder '19 and lawyer, Helen Lehman Buttenwieser '27.

Trustees Meeting in President's Office, 1961
From left, Mrs. McCollester, Mr. Knollenberg, Mrs. Morrisson, President Park, Mrs. Lee, Miss Paine '27, Dr. Moore, Mrs. Buttenwieser '27, and Miss Batchelder '19
(Morton Plant Observes)

## The Expansion of the Student Body and the Facilities

During President Park's administration the student body, which had added only one hundred in the previous decade, grew from 838 in 1947–1948 to 1,116 in 1961–1962. Meanwhile college attendance in the nation grew from 2,338,226 to 4,174,936. The level of popular education had been steadily rising through the years until every able high school graduate now claimed the right to a college education. This new situation President Park regarded not as a problem but as a challenge, offering the College an opportunity to expand its usefulness.

> Institutions which enjoy public confidence have a responsibility to be alert to public needs. For, however high or low a motive may bring students to apply for admission, the college faculties in America, once the student is admitted, have an opportunity to enrich and ennoble youth such as was never before granted to the teaching body of any nation.

In order to accommodate the larger student body, the trustees authorized several new dormitories. Katharine Blunt House, begun in February, 1947 amid frustrating postwar shortages, actually opened that September. Its first students boasted that they lived in "The Miracle" and cheerfully put up with inconveniences. Larrabee House, its neighbor and counterpart, was built ten years later but was not an identical twin. The largest of the dormitories, it housed one hundred students; and, because of rising costs, it was the first building to be constructed of concrete blocks and glass rather than stone. This dormitory was financed by the generous bequest of two friends and neighbors of the College, the sisters Rachel and Betsey Larrabee of Groton.

The turning point in expansion was reached, however, in 1958, when the plans for the North Complex were approved. Along with the tidal wave of applicants on the national scene came federal loans for buildings, which were viewed by independent colleges with considerable apprehension. Feeling the College's overriding responsibility to educate more students, however, the trustees requested a loan of three million dollars from the Federal Housing Agency to build six new dormitories with a connecting dining hall. The expansion would be controlled and gradual; and the academic advantages were obvious: a larger college would support a larger faculty and a wider curriculum such as the times made imperative.

The design of the North Complex by the College's longtime architects, Shreve, Lamb, and Harmon, was ingenious, with two rows of three interconnected dormitories each and a total capacity of five hundred. The dormitories were linked with a common dining hall, which could be partitioned for daily use but opened up for special occasions. The names of the buildings would be daily reminders both of the history of the College and of the widening role of women in national life: Elizabeth C. Wright, founder and bursar; Benjamin T. Marshall, second president; Allen B. Lambdin, business manager extraordinary, who had guided the physical growth of the campus from 1922 to 1961, supervising the construction of twenty-three buildings and fifteen faculty houses: Rosemary Park; Mary Morrisson, then secretary of the Board for twenty-four years, who had been a leader in the Women's Suffrage movement and in the founding of the League of Women Voters; Edith and Alice Hamilton, famous classicist and pioneer in industrial medicine respectively, friends and neighbors of the College. The dining hall was named to honor Elizabeth Holmden Harris, who, as director of residence and dietitian from 1920 to 1956, had met a wide variety of challenges without sacrificing dignity or taste.

The enlargement of the College was carefully graduated in order to maintain the quality of students, to

Aerial View of Campus, 1965, Showing Crozier-Williams and the North Dormitories

Three Guests of Honor at the Opening of the North Dorms: Miss Wright, Mr. Allen B. Lambdin, and Mrs. Morrisson

control the increase in faculty and courses, and to adjust the budget for the larger institution. The North dormitories were opened at intervals in 1961 and 1962, as the wooden dormitories (Winthrop, North, and Thames) were discontinued and the Quad buildings were closed for renovation. The high point of the migration occurred on the snowy evening of February 15, 1962, when, with floodlights from Crozier-Williams and the blare of rock and roll, two hundred girls lugged their belongings by sled, bicycle, and taxi, with the help of the Coast Guard, to their new quarters in Lambdin and Hamilton. The hilarious evening wound up with a "House-Swarming" party in their new homes.

ABOVE William McCloy's Sculpture on Parklet Facing North Dorms

LEFT Moving from the Quad to the North Dorms, February, 1961

BELOW Walkway over Harris Refectory Linking East and West Units of Complex

As at other colleges in this time of overnight expansion, trustees studied advantageous ratios of students and faculty from both the educational and economic points of view. They projected for Connecticut, when all housing units would be in service, a total of 1,350 undergraduates.

*The Diversified Student Body*

Meanwhile the student body had been diversified by the admission of men to the graduate program, and Connecticut College for Men had been chartered by the State Legislature in June, 1959. The immediate stimuli for this move were proposals for cooperative programs from local industries and health agencies and requests from local teachers for advanced courses, and it was understood that men would be eligible for graduate degrees only. It is of interest, however, that as early as May, 1962 the trustees showed their prescience by appointing a committee "to re-examine the effectiveness of women's colleges and to examine all aspects of coeducation." In the second year of the coeducational graduate program (1960–1961), thirty-eight men, mostly from Charles Pfizer Inc. and the Electric Boat Division of General Dynamics, were enrolled as degree candidates or special students in six departments.

This change to limited coeducation was not at all dramatic. Men had been admitted as special students when they needed courses as prerequisites for their degrees elsewhere or as refresher or supplementary courses for their careers. John Palmer, who took several courses in the late thirties and is often called "the first male co-ed," put his courses to good use, winning his degree at William and Mary and, after further study, becoming a highly respected high school principal. As the number of men in the graduate program continued small, the operation of Connecticut College for Men was decidedly informal. At the opening faculty meeting each fall, President Park would intone a formula to the effect that, except for anyone thereupon dissenting, the faculty of Connecticut College for Women would also serve for the coming year as the faculty of Connecticut College for Men. This procedure caused some amusement, and no one ever objected to the hypothetical double duty.

Graduate study had progressed little since the granting of the first M.A. in 1933 to Alma Luckau. Only twelve additional M.A. and M.A.T. degrees had been conferred by 1941, most of them on assistants in the sciences. As the education-conscious Fifties showed increased interest, however, Dr. Katherine Finney was appointed Director of Graduate Studies. Under her supervision policies were evolved by the Committee on Graduate Study in consultation with the departments, which, because of their varying staff and facilities, differed widely in their willingness to accept graduate students. The Psychology Department proved the most enthusiastic, usually accounting for at least half of the graduate students. In the year 1961–1962 thirty-one men and women were registered for graduate study, thirteen of whom received their degrees in June; and seventy-eight others were taking courses to qualify for acceptance into the program.

*New Buildings*

The larger student body made critical the expansion of campus facilities. The sciences remaining in New London Hall, which had been badly cramped for some time, were relieved in 1954 by the opening of Hale Hall for Chemistry with laboratories for classes and for research. The name honored the donors: Helen Dow Hale, Dr. William Hale, inventor and researcher in the new field of Chemurgy, who had lectured at the College from 1936 to 1939, and their daughter, Ruth Hale Buchanan (Mrs. Wiley T.) '39. Supplementing the Hale gift were a grant from the James Foundation of New York and funds from President Blunt's estate.

ABOVE The Chemistry Department, 1952

RIGHT Hale Laboratory

BELOW Dr. Warnshuis Talks with Head Nurse, Doris Mallalieu, at the Entrance to Infirmary

A modern infirmary had been a cherished project of President Blunt, who had worked on specifications and enlisted considerable financial support. It was, however, President Park who brought the project to completion in 1948 and who introduced the first "modern" building on campus. "Strikingly modern, cantilevered out from the hill and built half of cut stone and half of brick," the infirmary was another handsome building designed by Shreve, Lamb, and Harmon. It was centrally located but receded somewhat from the line of older buildings so that their styles would not clash. The infirmary was unique in that it was financed by 917 separate gifts, giving standing proof of the concern of alumnae and friends of the College. In 1961, on her retirement after thirteen years of service, it was named in honor of Dr. Lilian Cook Warnshuis, "beloved and respected college doctor."


Cornerstone Laying for Crozier-Williams, October, 1957
From left, Gretchen Diefendorf '58, President of Student Government, Sally Becker '27, President of the Alumnae Association, President Park, Ruth Stanwood, Chairman of the Physical Education Department, and Mrs. Morrisson

A milestone in campus life was reached on October 5, 1957, when the cornerstone of Crozier-Williams, the long-awaited student-alumnae center, was laid amid great rejoicing. Here at last would be modern facilities for the Physical Education Department and for recreation, offices for student organizations, a swimming pool, a bowling alley, a dance studio, a snack shop, and lounges. In the Sykes Wing the alumnae, whose office had been in temporary quarters in Woodworth House, would find a campus home of their own for meetings, records, and publications.

Miss Park had remarked of the old gym, erected in 1916 as a temporary structure and roughly remodeled for varied purposes, that, unlike Shakespeare's Cleopatra, "Age had both withered and staled her infinite variety." As soon as the infirmary, a basic necessity, was completed, a student committee headed by Helen Fricke and Elizabeth Rockwell of the Class of 1952 began to work toward a recreational building, which was promptly dubbed "the Rec Hall." They set out to raise funds from projects such as a faculty show (always guaranteed to be a howling success) and the popular New England Songfest. Meanwhile the Sykes Memorial Fund, started by the Class of 1919 and designated for a student-alumnae center, had increased through the years to about $25,000. Recognizing the similarity of aims of the two drives, the alumnae took a decisive step and voted to authorize the use of the Sykes Fund for their quarters in the new building. From this fund, student projects,

Crozier-Williams Center

and gifts from more than one thousand students and parents, the sum of $140,000 had now accumulated. Endorsing the alumnae and student initiative, President Park appointed a committee headed by Ruth Stanwood, chairman of the Physical Education Department, and including representatives of all branches of the college community to work on plans.

At this critical juncture in 1955 came the wonderful news of Mary Williams Crozier's bequest, rumored to be about a million dollars. Mrs. Crozier, a native of New London and the widow of Major General William Crozier of Washington, D.C., made the bequest in memory of her father, Charles Augustus Williams, a leading citizen of New London and head of the famous whaling firm. It was a pleasant coincidence that another public-minded woman of this family, Harriet Peck Williams, founded Williams Memorial Institute, the girls' high school that only the year before had come to its new home on the campus.

On May 12, 1959, at the request of the seniors who had worked so hard for the new building, the swimming pool had a special early opening. There was a great splash as Warrine Eastburn, Assistant to the President, and Dean Gertrude Noyes dived in first, followed by the entire senior class. This gala celebration was followed on October 17, 1959 by a proper public dedication with speeches expressing gratitude to Mrs. Crozier and the many others who had worked to make the building a reality.


Dedication of the Sykes Alumnae Wing

LEFT Christina and Frederika, the granddaughters of President Sykes, with Sally Becker '27 and Winona Young '19, First President of the Alumnae Association

RIGHT Mr. and Mrs. Christopher Sykes with Mrs. Morrisson in the Alumnae Lounge

For the alumnae, the dedication of the Sykes wing on December 8 was the culmination of forty years of planning. Sally Pithouse Becker '27, president of the Alumnae Association, was mistress of ceremonies; and representatives of the Class of 1919—Winona Young, Virginia Rose, Irma Hutzler, Mildred Keefe Smiddy, Pauline Christie, and Sadie Coit Benjamin—were honored guests. President Sykes' son, Christopher, came with his family for the occasion. Daughter Christina, twelve, unveiled a portrait of her grandfather, and Frederika, fifteen, the memorial inscription. That evening the first Sykes lecture was given by Robert Frost on one of his several visits to campus. Charlotte Beckwith Crane '25, who succeeded Kathryn Moss as Alumnae Secretary and served from 1957 to 1968, could well be pleased with the program of the day and happy with the new alumnae quarters in the Sykes Wing.

## New Directions

### *Liaisons with Other Institutions*

Under President Park the College widened its horizons through a series of affiliations. Two New London institutions, the Lyman Allyn Museum and Williams Memorial Institute, at turning points in their histories, welcomed liaison with the College while maintaining their own boards and finances. The College was also an original affiliate of the New England Colleges Fund, whose member industries contributed funds annually to colleges of the region in recognition of the preparation given their executives. In the arts the College won national attention by sponsoring modern dance and providing a summer home for its students, artists, and companies. While each of these affiliations had its specific and timely purpose, the College was gradually building a network of educational, cultural, and business associations that would reinforce its position and extend its services.

The cultural life of the College was enriched by its cooperation with the Lyman Allyn Museum. Built in 1932 just south of the campus, the museum found its activities restricted by inadequate funds and in 1950 welcomed the College's help. By a mutually beneficial agreement the College provided certain services in order to free museum funds for acquisitions and exhibits. President Park became administrator; and Professors William McCloy and Edgar Mayhew, as directors, gave their expert guidance. The museum was thus enabled not only to fulfill its primary purpose of offering instruction and enjoyment to the area but also to serve as a rich resource for student and faculty research.

The College was equally fortunate in its relation with Williams Memorial Institute, the "classical" high school that had educated so many New London girls from 1891 to 1951, when the city opened its own high school. As families became responsible for tuition formerly paid by the city, the student body decreased; and the Williams Board decided to build a smaller school on the southern border of campus. In 1955 the school opened in its new location, with the president of the College as educational administrator.

A critical problem in the Fifties was the lack of communication between the parts of the educational system and especially between high schools and colleges. While colleges had been concentrating on helping under-prepared students from big city schools to survive their freshman year, schools had turned their attention to their top students, who were bored with routine courses. As a solution the schools introduced "college level" courses, which were announced as carrying college credit. Colleges were skeptical, however, until freshmen loudly protested overlapping and Advanced Placement tests proved the validity of the new courses.

Up to this time the colleges had exercised a mandate through their admissions policies and the College Entrance Examinations; and college and high school teachers, accepting each other as specialists in their respective fields, had had little direct contact. Now the need for "articulation" was urgent; and teachers at the two levels began to discuss their joint product, the student, and how best to promote his or her continued development.

As Dean of Freshmen, Miss Park had earlier appointed a School and College Committee from the faculties of Connecticut and WMI to clarify their objectives in teaching the major subjects at their respective levels. So helpful did these talks prove that the College extended the program and invited fifty schools to send representatives to conferences in 1951 and 1952. Responding with enthusiasm, the participants enjoyed much the same kind of illuminating experience as that described in the landmark document, *General Education in School and College* (1952), based on discussions between faculty representatives from Harvard, Yale, and Princeton and Andover, Exeter, and Lawrenceville.

Lyman Allyn Museum

William McCloy and Edgar Mayhew, Curators, Arranging an Exhibition

*The Moor's Pavane* with Pauline Koner, Lucas Hoving, José Limón, and Betty Jones
Classic Premiered at the College in 1949 and Often Repeated

Martha Graham with Class in Dance Studio

Another cooperative venture with far-reaching effects was the School of the Dance. From 1934 to 1942 a collaborative summer program of modern dance had been sponsored by the School of Education of New York University and Bennington College on the latter's campus. Its stated purpose was a bold and ambitious one: "to provide a center for the study of modern dance in America." At that time modern dance was still defining itself and clamoring for recognition as a new art form, alive and creative.

When the School of the Dance reopened in 1948 after the war interlude, Connecticut College replaced Bennington as co-sponsor; and the School and the Festival came to our campus. "Those first years," José Limón said, "were ebullient, electrifying. We knew that a potent and significant idea was coming to realization." The School opened with such great artist-teachers as Martha Graham, Limón, Doris Humphrey, Louis Horst, Jane Dudley, Sophie Maslow, and William Bales and wound up with a dazzling Festival by their companies. President Park called the School and the Festival "unique."

> Despite the fact that a number of small single-artist projects were started this summer in various parts of the country, the New York University-Connecticut College School of the Dance and the American Dance Festival provided the only and much-needed center of its kind for dance study. This was, and continues to be, the only place in this country and abroad where all the components of contemporary dance are related functionally in a single intensive course of study and performance. (*Report*, 1950)

In 1951 Connecticut College became the sole sponsor of the School and the Festival, with President Park as Chairman of the Advisory Committee and Martha Hill of New York University as Director and later Co-Director with Ruth Bloomer of our faculty. Dancers, musicians, composers, and writers participated;

and many dances now part of the classical repertoire were choreographed and premiered on campus. Connecticut College became known nationally as the place where people came to see what was happening in modern dance. The fifteenth anniversary of the Festival was brilliantly celebrated in 1962 with "a retrospective and forward-looking panorama of trends in modern dance." That Festival saw a gathering of dance greats probably unrivaled in the history of modern dance. The following dancers and their companies participated: Erich Hawkins, Alvin Ailey, Paul Draper, Charles Weidman, Lucas Hoving, Ruth Currier, Pearl Lang, Daniel Nagrin, Martha Graham, and the faithful genius, José Limón.

In termtime leading artists came to campus for the annual Five Arts Weekend, begun in 1944 as an opportunity for students to display their creative talents. Programs featured dance choreography and performance, music composition, original poetry, art exhibits, and an evening of theater—sometimes a musical and sometimes a play. Each year the Selden lecture brought a well-known artist or critic for a lecture and informal discussions. This program not only stimulated a remarkable volume of original work by gifted students but involved the entire campus in lively discussion of broader issues, such as "The Arts in an Age of Science" with Dr. Edgar Wind of Johns Hopkins as lecturer; "The Psychology of Art" with Dr. Rudolph Arnheim of Sarah Lawrence; and "Electronic Music" with Vladimir Ussachevsky. Among other distinguished speakers were Doris Humphrey, Susanne Langer of our Philosophy Department, Harry Levin of Harvard, Virgil Thomson, John Crowe Ransom, and Merce Cunningham.

*Widening Educational Perspectives*

Besides overseeing these programs, President Park was in demand as an educational consultant and in this capacity received a unique invitation in 1955. She was asked to visit the American Women's College associated with Robert College in Istanbul; and the trustees authorized a leave of absence from August 1 to November 1. While interpreting current American educational practices, Miss Park gained an insight into the role of women in Turkish society and on her return shared some of her observations:

> American colleges today are trying as never before to make students aware of the basic ideas and beliefs of their civilization. Armed with such knowledge Americans can be more understanding of the nature of other people's civilizations, more immediately helpful because they know where we differ from other peoples and where our basic assumptions are the same. Throughout the Mid East American educational institutions are respected not just because of their high standards but because their graduates have assumed public responsibilities in an enviable fashion. And the Near East needs more of such citizens to sustain and develop its growing democracies. Whatever their origins, these American institutions in the Near East are representing today an outpost of America in the best sense of the word. (1956 *Report*)

By serving on various boards, some connected with schools or colleges and others with state and national organizations, President Park kept abreast of educational developments. A selective list would include: The Masters School, the University of Hartford, Mystic Oral School, Miss Porter's School, and St. John's College at Annapolis. She also served on the boards of the Association of American Colleges, the Institute of International Education, the College Entrance Examination Board, Connecticut Educational Television, the United Chapters of Phi Beta Kappa, and the Connecticut Council on Higher Education. In 1956 she was made a Fellow of the American Academy of Arts and Sciences as one of four women among ninety-six Fellows. This formidable load of meetings, committee duties, and correspondence

President Park accepted as an opportunity to get a wide view of the field of education. Still other affiliations showed the range of her interests, such as the State Commission on Civil Rights, the National Council of Churches, the State Board of Mental Health, and the Governor's Prison Study Commission.

Not surprisingly, President Park was showered with honorary degrees. While at Connecticut she was honored by ten institutions (Wesleyan, Trinity, Mount Holyoke, Douglass, Wheaton, Yale, Brown, Bridgeport, New York University, and Columbia) and later by several more. The University of Bridgeport citation in 1962 was typical:

> Your interests extend beyond formal scholarship to embrace every aspect of life from Connecticut's prison conditions to her forests and parks, from mental health to television, from theological fellowship programs to the American Academy of Arts and Sciences, from Phi Beta Kappa to the Institute of International Education. Throughout the years you have indeed practiced your own precept: that the scholar must accept a responsibility to the larger community.

*Finances and the Fiftieth Anniversary Fund*

No educational administrator, however, can escape the problems of finance; and President Park found herself involved in fund-raising. Her primary concern was, of course, maintaining scholarships and salaries at a level which would attract the best students and faculty and thus preserve the quality of the College.

For long-range planning President Park in 1951 established the key Development Committee with representatives of all branches of the College. Charged with studying the needs of the College, including matters of education, personnel, buildings, and inevitably finances, this committee has played a central role not

Students Surprise President Park on her Tenth Anniversary as President, 1957; Dean Burdick Cutting the Cake

only in guiding policy but in keeping all parts of the College informed as to problems and programs.

Whereas President Blunt had launched the Annuities program as appropriate to her time, President Park initiated the Connecticut College Associates, a group of nonalumnae friends who would make gifts "to be used at the President's discretion." In its first year of operation (December, 1950 to December, 1951) this group contributed $23,225 and in the following year $33,534, a sum which made possible the construction of several faculty houses.

In 1953 the College joined other private colleges and universities in organizing the New England Colleges Fund, which "approached industrial corporations for the support of liberal arts education on the basis of the role these institutions have played in preparing leaders for American industry." Twenty-two member colleges were to share annually in funds apportioned by enrollment, and by 1955–1956 167 New England corporations were participating. President Park described this liaison as follows:

> Both industry and education look to the future, demand imagination and courage to maintain themselves, and have a duty to society which is best discharged by their provision for the continuance of a free and informed citizenry. (*Report*, 1953)

A great boon came to the College in 1955–1956 when it was chosen by the Ford Foundation as one of 126 colleges "leading the way in their regions in improving the status and compensation of American college teachers." President Park called this support of higher education by the Foundation "perhaps the greatest single action in the history of American philanthropy."

> The epochal generosity of the Ford Foundation in announcing to the College a grant for salary endowment and an accomplishment grant totaling $632,500 proved to be for this college... the most important financial fact for the operating budget since the start of the College and its initial endowment gift.... This gift should establish once and for all that grants to women's institutions are philanthropically, 'foundationally' speaking, proper. (*Report*)

Despite the encouragement and solid support given by these sources, however, it became evident that a drastic step had to be taken to ensure the future of the College. Fees rose from $1,300 in 1946 to $2,550 in 1962, while the salary range increased from $1,800–$5,450 to $5,500–$13,000; and the appropriation from the budget to supplement outside scholarships, though still inadequate, almost tripled from $60,075 to $174,436. The combination of a larger proportion of scholarship students and mounting inflation made it necessary, as at other colleges, to modify financial aid policies. With their outright grants, students were now required to take a "package" of work and loans with liberal terms of repayment. Educators generally agreed, however, that having a personal stake in one's education increased maturity and purposefulness.

Taking a longer look ahead, President Park in June, 1958 announced the Fiftieth Anniversary Fund, setting the goal at $3,100,000 by 1961, the anniversary of the founding of the College. Goals were specified as increasing scholarship funds and faculty salaries; completing the student-alumnae center; finishing the library wings on the upper level and maintaining the library collection at top quality; and providing contingency funds for ten to fifteen years. The *Alumnae News* (Fall, 1958) put it succinctly: "Our one purpose is to make sure that the College will be able to offer in the future the kind of education which it now offers and which it has offered in the past."

President Park then took on a new task—to go across the country and campaign for the fund. With mixed amusement and frustration she reported meeting executives who still questioned the need of higher education for women, but such attitudes only quickened her missionary zeal. She saw her task in explain-

ing the goals of one woman's college as part of the larger task of educating the American public:

> It [money-raising] is a new and immensely important task of the college president. Seen from the underside—fund-raising—it is often thought not commensurate with the dignity of a college executive. My experience however,... makes me feel that fund-raising...is of the highest educational importance. If the private educational institution is to remain free, it is essential that the college explain to a widening circle of the public what the non-tax-supported institution does and why it should continue as an integral part of the American system of education. This is actually what fund-raising is from the top side. Since the most authoritative voice of the college is the president's, part of his responsibility must lie,...in the area of public education or fund-raising. (*Report*, 1946–1962)

At Commencement, 1961 it was triumphantly announced that, through an extraordinary cooperative effort, the goal had been reached. Some 750 friends had worked on thirty-four area committees chaired by alumnae, and contributions had been received from 6,600 donors in fifty states and fourteen foreign countries, as well as from 125 foundations and corporations. Hardly less important than the financial support secured was the heightened prestige of the College, whose name had been carried to the far corners of the country.

On the weekend of October 20, 1961 the Fiftieth Anniversary was celebrated with representatives from other colleges and from all alumnae classes. On Friday evening José Limón and his company brilliantly performed two of his greatest works, which had been choreographed and premiered at the College: *The Moor's Pavane* (1949) and *The Traitor* (1954). On Saturday morning an impressive academic procession was followed by the presentation of a new choral composition by Professor Martha Alter, based on Yeats' "A Poem to My Daughter." Later in her talk President Park reflected gratefully on how many friends had given "their wealth and their lives" to bring the College to its present position:

> The College has survived two world wars and the intervening depression and a regrouping of world forces. Founded in a breathing-space before an old world disintegrating in war, it celebrates the half-century of existence at a time when new patterns among historic powers seem to be emerging. If it is to perform its function as a mirror for the younger generation,...then it needs above all clarity with regard to these forces and to their configurations.

Dr. Hannah Arendt, scholar and writer, then of Princeton, discussed such issues in her address, "Freedom and Revolution."

That afternoon the cornerstone for the North Complex was laid with Miss Wright, Mrs. Morrisson, and Mr. Lambdin as guests of honor; and the celebration concluded with a song recital by Professor Helen Boatwright at the Museum. The Fiftieth Anniversary publication, edited by Dr. Dorothy Bethurum, contained President Park's latest talk with students on the purposes of their education, Mrs. Morrisson's recollections of her days with the Suffragists, and Professor Edward Cranz' scholarly article on "The Problematic Inheritance of the West."

### President Park's Resignation

This high point in the College's history was, however, soon followed by the announcement that Rosemary Park would leave the College in June, 1962 to assume the presidency of Barnard College, where she anticipated "the experience of working in a woman's college in a big city where typically modern problems impinge." She would become the fifth dean and second president of Barnard, succeeding such illustrious educators as Millicent McIntosh and Virginia C. Gilder-

sleeve. She would also be the first woman to serve as president of two colleges. Between duties at Connecticut and at Barnard she would travel to Japan on a Carnegie grant to observe higher education there.

In the spring of 1962 President Park had a long round of farewells and honors. At a surprise assembly on May 17 the students presented a check for $5,300 "for projects of special interest to Rosemary Park at Connecticut College." This sum made possible a conference fund for students and the commissioning of a piece of sculpture by Professor William McCloy for the North Complex.

Two further gifts were announced at the assembly: the Rosemary Park Professorship, which was to be held first by Professor Cranz of the History Department, and the Rosemary Park Fellowship for a senior going to graduate school. Dr. William Park, then president of Simmons College, was the speaker of the day, giving to the occasion his usual light, personal touch.

At Reunion the Alumnae expressed their appreciation to President Park "for her brilliance as a scholar,... her building of a faculty second to none in quality,... and her extracurricular gift of persuasion in the field of finance." The faculty held their special farewell party a week later on the Mohican roof garden with William Meredith, professor and poet, as master of ceremonies and witty speeches reflecting the spirit of camaraderie which the faculty had enjoyed with Miss Park.

Rosemary Park met new challenges and new successes at Barnard; and on July 30, 1965 she was married to Dr. Milton Anastos, professor of Byzantine Greek at the University of California at Los Angeles. One newspaper account commented dryly that "Dr. and Mrs. Anastos plan to continue their continent-separated careers." Separation did not continue long, however, as in 1967 Rosemary Park Anastos accepted an appointment at the University of California at Los Angeles as Vice Chancellor for Educational Plans and Programs. She had thus proceeded to a third kind of institution, a major western university then with 27,000 students. From 1971 she also carried the role of Professor of Education, bringing to that subject the wealth of her knowledge and experience. In 1974 she retired, though continuing many of her commitments.

Rosemary Park Anastos returned to Connecticut College on two public occasions. She was the Commencement speaker in 1967, and in 1975 she received the College's medal for distinguished achievement. At that time she was cited as "one of the chief builders of Connecticut College," having added buildings valued at ten million dollars but, even more notably, having immeasurably advanced the College in academic status.

President Park, Also a Builder

Louise Stevenson Andersen '41, Executive Director of the Alumni Office

Eleanor Hine Kranz '34, Alumna Trustee

Philip H. Jordan, Jr., Dean of the Faculty, 1969

Charles Shain, Viking, in Faculty Show

Congratulating Alice Ramsay '23 on Winning the Agnes B. Leahy Award, 1968

President Kingman Brewster of Yale, 1966 Commencement Speaker, with President Shain

Frazar Wilde, Former Chairman of the Board, Continuing as Trustee

Enjoying Paddle Tennis

Charles and Jo Shain

# 8. Look What We Have—1981-1982

BY PRESIDENT OAKES AMES

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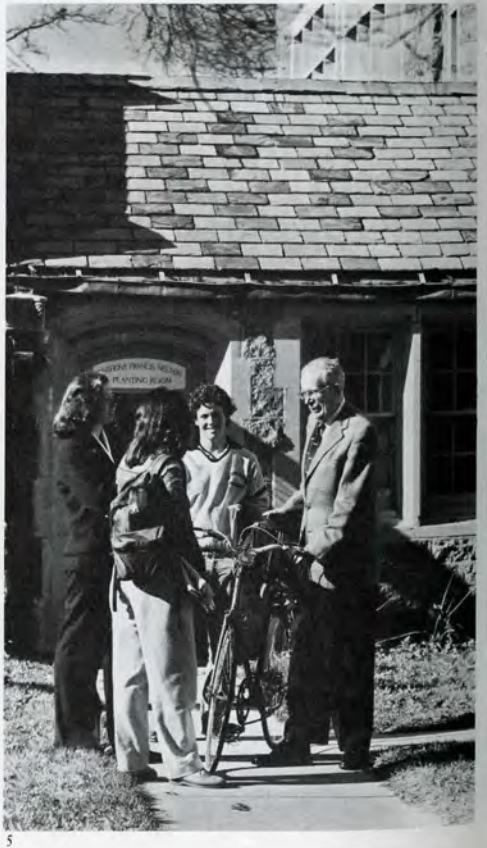

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(1) Professor Charles Chu Teaching in the Snack Shop; (2) Professor Barkley Hendricks in his Studio; (3) Archibald Cox, 1979 Commencement Speaker; (4) Toby Martin '78 and William Lattanzi '78 Thrilled to be Acting with Morris Carnovsky; (5) Professor Edward Cranz with his Bike; (6) Jane Bredeson, Assistant to the President; (7) Seniors Surprise Dean Cobb on May Day, 1975; (8) Students at Millstone

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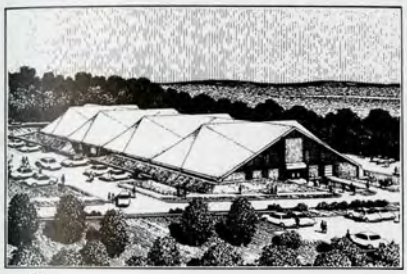

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Nuclear Power Plant on Earth Day; (9) Grand Opening of the Ice Arena, February 1, 1980; (10) Professor Brodkin, Specialist in Indian History; (11) The Camel Gets the Spotlight at the Arena Opening; (12) Mrs. George Bush Speaks at Campus Mini-Convention, March 25, 1980

Presidents Shain and Ames at the Dedication of the New Library, October 1, 1976

President Ames, Mrs. Ames, and Letitia Join the Skaters

The theme for reunions last spring was "Look What We Have." I find it a very appropriate topic after reading Gertrude Noyes' excellent history of Connecticut College, for in these pages she tells how all that we have has come to be. The work of many dedicated people is chronicled in her chapters. Their vision and commitment have brought the College to a position among the finest liberal arts colleges in the nation. Let us take a brief look at what we have, at some of the special qualities of Connecticut.

The place to begin is with the faculty. In the tradition of the College, they are both teachers and scholars. I think of Professor Edward Cranz, president of the American Renaissance Society; of Professor Elinor Despalatović, who recently did historic research in Yugoslavia on a Fulbright Fellowship; Professor Wayne Swanson, whose book "Lawmaking in Connecticut: The General Assembly" has been useful to students and legislators alike; Professor Paul Fell of the zoology department, who chaired a session and presented a paper at an international symposium in Paris. The list could go on, but perhaps this will give you an idea of the creativity of our faculty.

Many of them chose to come to the College because of their strong love of teaching and because of their wish to work closely with students. Here you will find students and faculty working together in many different ways: a student being questioned by his professor on the positions he has taken in a paper; two or three students doing research with a professor as part of the course they are taking with him on Renaissance history; or a professor guiding and encouraging a group of students who are publishing the first issue of a new undergraduate journal on politics. What better ways could there be to help students become independent thinkers and to stimulate them to their highest levels of achievement?

A recent graduate wrote these words about the faculty when he was a student:

> Although I'm an enthusiastic botany major, I've found that, when I take a course in history or government or religion, the professor makes his subject so interesting that I feel I really should be majoring in history or government or religion. I don't think I'd find this the case somewhere else.

A student who reacts this way is bright and a joy to teach. A college counselor at a fine high school wrote us after a visit to the campus of a few days: "I liked the students' enthusiasm for learning.... I did pick up from many students their excitement for their courses. What greater goal could a school achieve?"

Statistics from the Admissions Office show that the averages of the SAT scores put the class of 1985 at about the 85th percentile rank among all college-bound seniors.

While students understandably are looking ahead to the possibilities of attending professional schools and to employment opportunities, their sense of purpose does not spring primarily from concerns about careers. They are good explorers of the curriculum and are attracted to all sorts of courses because of lively intellectual curiosity.

The tradition of student involvement in College affairs remains strong. The Student Government Association is active in administering dormitory life and, through its judiciary board, in upholding the academic and social honor systems. The honor code does much to create a sense of community on campus, and we are all proud of how well it works.

Students have also taken the initiative in imaginative ways to help the College conserve energy. Their interest has made our campus an environmental model which is a fine example for new students and for the community at large.

Another continuing tradition—the most important one of all—is the commitment of everyone to high standards in all areas of College life. The first president, Frederick Henry Sykes, told the College com-

munity: "Remember that the good that counts is the good in action. Whatever you do, do it beautifully." Academic standards today are as high as they've ever been, and we intend to keep them there. When I ask alumni what they value most in their Connecticut College education, time and again I hear praise for those professors who challenged them to perform at a level they didn't think they could reach. They succeeded, and the experience altered their lives. I hope that 10, 25, 100 years from now, alumni will be saying the same thing.

Connecticut's curriculum has unusual diversity for a college with a small endowment, and it offers the advantages of many interdisciplinary courses and programs. There are more opportunities in the creative and performing arts than at most colleges. The government, history, and psychology departments are among those which are especially well-known for their work. The life sciences are distinguished by having separate departments of botany and zoology, by their human ecology program, and by their vitality in research. Many opportunities exist for field work and research in the Arboretum and in the coastal environments near the campus.

The curriculum is intended to develop in students those fundamental ways of thinking they will need whatever they do. For example, in many different courses students learn to separate a problem into its parts, and, by careful gathering and weighing of evidence, to decide on the steps that will lead to a solution. They learn to take positions and to argue them effectively. These skills are among the most useful our students can acquire.

Many of Connecticut's graduates go on to graduate or professional schools. A recent study of five classes, based on information from about one-half of the graduates, showed that in this group 62 percent had enrolled for advanced study by five years after graduation. Law, medicine and the health-related professions, business, education, and social work were the leading fields in that order.

For learning to take place most effectively, there must be a setting which encourages it. While inspiration comes primarily from the faculty and the ideas students are discovering, the environment can add to the exhilaration of learning. The atmosphere of the library, the spaciousness and the beauty of the campus, the sense one gets in walking into an academic building that a very special kind of life goes on inside it and that one is part of a tradition of intellectual inquiry, all of this elevates study to a more exciting level. The way the College's people work together and with students creates a sense of community. The students strengthen that by their many activities, a successful student government, and their concern for each other. I hear repeatedly that one of Connecticut's greatest strengths is that it is a caring and supportive place; people are friendly; the deans and faculty members make special efforts to help. And again, the beauty of the campus, whether under a cover of snow or on a flowering spring afternoon, lifts the spirit and makes one that much more grateful to be a part of the enterprise. The end result must surely be an enhancement of learning.

The greatest power a college has is the power to inspire. The subjects being studied, the faculty, the atmosphere, all contribute to animating students' minds. Mary Cantwell '53 of the *New York Times* caught the feeling in her recent article:

> I remember walking back to my dormitory on foggy New London nights after hours in the library, in love with John Donne or perfect numbers or the mysterious and wonderful fertilization of pine cones. I remember when someone spoke across centuries, or an idea caught me, or a formula was miraculously made clear, and I remember that I felt like a pole vaulter, up in the air and clearing the bar.

The Library Amphitheatre

At the Dedication, Librarian Brian Rogers with Philip Chu, Architect, President Ames, W.E.S. Griswold, Jr., Chairman of the Board, and Wallace Creelman of Turner Construction Co.,

A Moving Belt Brings the Books from Palmer to the New Library

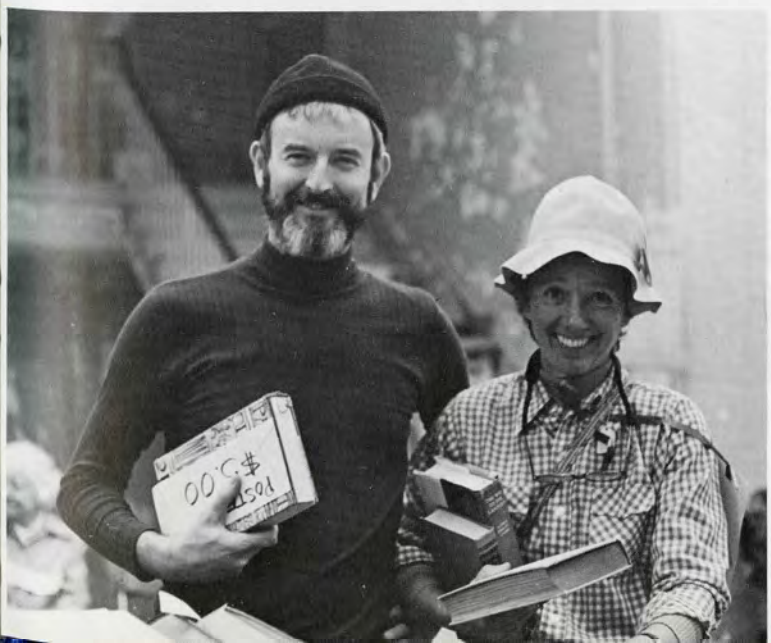
Once a student experiences that elation, it becomes habit-forming. Perhaps in this way students grow in their eagerness to learn more, and so graduate with greater curiosity than they brought to college. In this way inquiring minds are formed.

Connecticut is a young college, and has come a long way in its first seventy years. It is as dynamic today as ever. New courses, such as the History of the Vietnam War, Industrial and Organizational Psychology, Politics and Religion in Judaism and Islam, are evidence of the frequent curricular changes which are made to include new knowledge, new perspectives in the disciplines, recent developments in world affairs, and subjects of study that relate the liberal arts to the world of work.

Of course the most important recent development was the completion in 1976 of the new library. In addition, a new computing system, with terminals at many locations around the campus, was installed in 1979; and extensive renovations in the laboratories of New London Hall are more than half completed.

In recent years the athletic program has been expanded so that now many more students are able to participate in intramural sports and our intercollegiate teams of men and women are competing with some of the best teams in New England. The new ice arena, completed in January of 1980, has added greatly to the variety of winter life.

Brian Rogers and Louise Ames, Chairman of the Annual College Book Sale in Palmer Library from 1976 on



As I noted earlier, Connecticut's endowment is small, only about $13 million, and yet there is diversity and depth of programs comparable to that at other colleges with much larger endowments. We have worked hard to achieve efficient management of our resources. Even though the cost of operating the College rose by 68 percent from 1974–75 to 1980–81, the same amount by which the consumer price index inflated, we have managed to live within our income in every year except the first. The cost of attending Connecticut has not inflated any more rapidly than the economy as a whole, so in constant 1970 dollars, say, total fees are just what they were in that year.

No accounting of what Connecticut College has would be complete without mention of its alumni. We are proud of their accomplishments and grateful for their loyalty to the College. Many help as trustees, admissions aides, career internship sponsors, fundraisers, club officers, and members of the Executive Board of the Alumni Association. Alumni support throughout its history has done much to bring Connecticut to its present position of strength.

Now we must look ahead to new goals and tasks. Connecticut offers strong programs in a broad range of disciplines. Some areas of study are of outstanding quality. The College seeks to maintain its special strengths and to develop higher levels of quality in many of its departments. Tomorrow's graduates will need ever more specialized knowledge, but they will also have to be better generalists, able to bring together and use knowledge from different fields. They will probably face problems at least as complex as those confronting us today, and they will have to be adaptable, able to learn new material and to think in new ways. We have an obligation to reach a new level of effectiveness in our instruction to help them be properly prepared.

The Campus, 1982

# Appendixes

## 1. Chairmen of the Board of Trustees

Morton F. Plant 1911–1914
Frank Valentine Chappell 1914–1920
George S. Palmer 1920–1930
Harrison B. Freeman 1930–1942
Wilbur L. Cross, Acting 1942–1943
William H. Putnam 1943–1958
Frazar B. Wilde 1958–1969
William E.S. Griswold, Jr. 1969–1978
Gerald D. Laubach 1978–

## 2. Trustees Elected by the Alumni Association

Julia Warner '23 1928–1931
Esther L. Batchelder '19 1929–1932
Jeanette Sperry Slocum '22 1930–1933
Janet Crawford How '24 1931–1934
Mildred Howard '20 1932–1935
Gloria Hollister (Anable) '24 1933–1936
Agnes Leahy '21 1934–1937
Marion Hendrie Milligan '20 1935 deceased
Marenda Prentis '19 1935–1938

*(Term changed to five years with elections three consecutive years and skipping two years)*

Rosamond Beebe (Cochran) '26 1936–1941
Agnes Leahy '21 1939–1944
Janet Crawford How '24 1940–1945
Charlotte Keefe (Durham) '19 1941–1946
Jean Vanderbilt Swartz '36 1944–1949
Dorothy Merrill Dorman '34 1945–1950
Emily Warner Caddock '25 1946–1951
Eleanor Jones Heilman '33 1949–1954
Miriam Brooks Butterworth '40 1950–1955
Catharine Greer '29 1951–1956
Roberta Newton Blanchard (Balch) '21 1954–1959
Natalie R. Maas '40 1955–1960
Marion Nichols (Arnold) '32 1956–1961
Janet M. Paine '27 1959–1964
Carol L. Chappell '41 1960–1965
Winifred Nies Northcott '38 1961–1966
Sarah Pithouse Becker '27 1964–1969
Mary Anna Lemon Meyer '42 1965–1970
Martha Boyle Morrisson '43 1966–1971
Eleanor Hine Kranz '34 1969–1974
Elizabeth Rockwell Cesare '52 1970–1975
Elizabeth Dutton (Sweet) '47 1971–1976
Virginia Golden Kent '35 1974–1979
Jane Smith Moody '49 1975–1980
Joan Jacobson Kronick '46 1976–1981
Joann Walton Leavenworth '56 1979–
Jane Muddle Funkhouser '53 1980–
Edith Gaberman Sudarsky '43 1981–

## 3. Alumnae Elected to the Board by the Trustees

*(Note that several had previously served as Alumnae Trustees)*

Esther Batchelder '19 1938– Emeritus 1973–
Charlotte Keefe Durham '19 1946– Emeritus 1973–
Helen Lehman Buttenwieser '27 1949–
Janet Paine '27 1964– Emeritus 1976–
Helen Hemingway Benton '23 1969–1974
Agnes Gund Saalfield '60 1970–1975
Mary Anna Lemon Meyer '42 1973–
Frances Gillmore Pratt '60 1974–
Lenore Tingle Howard '42 1976–1981
Patricia McGowan Wald '48 1976–1977
Bonnie Burke Himmelman '66 1977–
Shirley Armstrong Meneice '45 1977–
Anita De Frantz '74 1978–
Jane Smith Moody '49 1980–
Jean Handley '48 1981–
Joanne Toor Cummings '50 1981–
Britta Schein McNemar '67 1981–
Julia Linsley '50 1981–

## 4. Young Alumni Trustees

*(Appointed by the graduating class from 1970 on to serve a two-year term)*

Pamela Brooks '70 1970–1972
Julie Ann Sgarzi '71 1971–1973
Ann L. Close '72 1972–1974
Jean E. Mayshar (La Vecchia) '73 1973–1975
Anita L. De Frantz '74 1974–1976
Mark A. De Gange '75 1975–1977
Ann J. Lukens '76 1976–1978

*(Term changed to three years)*

Beth L. Barry '77 1977–1980
Nancy J. Heaton '78 1978–1981
Patricia R. Cutler '79 1979–1982
Peter M. Capalbo '80 1980–1983
Brian C. Elowe '81 1981–1984

## 5. Presidents of the Alumnae/Alumni Association

Winona Young '19 1919–1920
Esther Batchelder '19 1920–1922
Marenda Prentis '19 1922–1924
Agnes Leahy '21 1924–1926
Alice Horrax Schell '20 1926–1927
Virginia Rose '19 1927–1928
Jeanette Sperry Slocum '22 1928–1930
Marion Hendrie Milligan '20 1930–1934
Janet Crawford How '24 1934–1938
Eleanor Harriman Baker '25 1938–1940
Elizabeth Gallup Ridley '28 1940–1942
Emily Warner Caddock '25 1942–1944
Eleanor Jones Heilman '33 1944–1946
Charlotte Beckwith Crane '25 1946–1948
Roberta Newton Blanchard '21 1948–1950
Mary Anna Lemon Meyer '42 1950–1953
Julia Warner '23 1953–1955
Grace Bennet Nuveen '25 1955
Agnes Leahy '21 1956–1959
Sarah Pithouse Becker '27 1959–1962
Elizabeth Dutton '47 1962–1965
Priscilla Duxbury Wescott '41 1965–1968
Roldah Northup Cameron '51 1968–1971
Patricia Wertheim Abrams '60 1971–1974
Cassandra Goss Simonds '55 1974–1977
Britta Schein McNemar '67 1977–1980
Helene Zimmer Loew '57 1980–1983
Warren Erickson

## 6. Presidents of Student Government*

1916–1917 Winona F. Young
1917–1918 Esther Batchelder
1918–1919 Virginia Rose
1919–1920 Helen Perry
1920–1921 Dorothy Gregson
1921–1922 Jeanette Sperry
1922–1923 Julia Warner
1923–1924 Gloria Hollister
1924–1925 Sara Crawford
1925–1926 Theodosia Hewlett
1926–1927 Florence Hopper
1927–1928 Dorothy Bayley
1928–1929 Eleanor Fahey
1929–1930 Constance Green
1930–1931 Caroline Bradley
1931–1932 Julia Salter
1932–1933 Grace Stephens
1933–1934 Dorothy Merrill
1934–1935 Harriette Webster
1935–1936 Leah Margaret McKelvey
1936–1937 Margaret McConnell
1937–1938 Katherine Walbridge
1938–1939 Elizabeth Parcells
1939–1940 Irene Kennel
1940–1941 Janet Fletcher
1941–1942 Mary Anna Lemon
1942–1943 Betty Gossweiler
1943–1944 Mary Kent Hewitt
1944–1945 Beverly Bonfig
1945–1946 Margery Watson
1946–1947 Ada Maislen
1947–1948 Mary-Louise Flanagan
1948–1949 Mildred Weber
1949–1950 Ann Woodard
1950–1951 Elizabeth Babbott
1951–1952 Louise Durfee
1952–1953 Barbara Painton
1953–1954 Elizabeth Cleveland
1954–1955 Beverly Tasko
1955–1956 Deborah Gutman

| | |
|---|---|
| 1956–1957 | Nancy Hamilton |
| 1957–1958 | Gretchen Diefendorf |
| 1958–1959 | Emily Hodge |
| 1959–1960 | Elizabeth Hood |
| 1960–1961 | Marjorie Fisher |
| 1961–1962 | Sandra Loving |
| 1962–1963 | Carolyn Jones |
| 1963–1964 | Joanna Warner |
| 1964–1965 | Barbara Morse |
| 1965–1966 | Judith Stickel |
| 1966–1967 | Carol Friedman |
| 1967–1968 | Jane Fankhanel |
| 1968–1969 | Naomi Fatt |
| 1969–1970 | Katherine O'Sullivan See (College Government Association) |
| 1970–1971 | Julie Sgarzi |
| 1971–1972 | Jay Levin '73 |
| 1972–1973 | Jay Levin |
| 1973–1974 | Laurie Lesser |
| 1974–1975 | Richard Lichtenstein |
| 1975–1976 | Richard Allen |
| 1976–1977 | Leslie Ann Margolin |
| 1977–1978 | Nancy Heaton |
| 1978–1979 | Janice Mayer |
| 1979–1980 | Michael Lichtman |
| 1980–1981 | Susan Jacobson |
| 1981– | Paige Cottingham '83 |

*Unless otherwise indicated, presidents elected as juniors to serve from midyear to the following midyear

## 7. Connecticut College Medalists

The Medal was established in 1969 to commemorate the fiftieth anniversary of the first class to be graduated. It is conferred annually on individuals who have enhanced the reputation of the College through their personal achievements and exceptional service.

| | |
|---|---|
| 1969 | Charlotte Keefe Durham '19<br>Gertrude Noyes '25<br>Estelle Parsons '49 |
| 1970 | Gloria Hollister Anable '24<br>Betty Holmes Baldwin '24<br>Cora Lutz '27 |
| 1971 | Elizabeth Fielding '38<br>Susan Fleisher '41<br>José Limón |
| 1972 | Cecelia Holland '65<br>Patricia McGowan Wald '48<br>Anna Lord Strauss |
| 1973 | Helen Lehman Buttenwieser '27<br>Arlene Hochman Meyer '52<br>Alice Ramsay '23 |
| 1974 | Peggy Walzer Charren '49<br>Roberta Bitgood Wiersma '28<br>Frazar B. Wilde |
| 1975 | Rosemary Park Anastos |
| 1976 | Percy Maxim Lee |
| 1977 | Sally M. Kelly, M.D. '43 |
| 1978 | Winifred Nies Northcott '38 |
| 1979 | Charles E. Shain<br>William E.S. Griswold, Jr.<br>Elizabeth Murphy Whelan '65 |
| 1980 | Miriam Brooks Butterworth '40<br>Warrine Eastburn |
| 1981 | Elizabeth Peer '57 |

## 8. Recipients of the Agnes Berkeley Leahy Award

Criteria: Alumna must have been graduated at least fifteen years and have given outstanding service to the Alumni Association, demonstrated by continued interest in the Association and sustained active participation, either in class activities or club activities or as a member of the Executive Board. Current members of the Executive Board and alumnae currently employed by the College or the Association are not eligible.

| | |
|---|---|
| 1961 | Marenda Prentis '19<br>Winona Young '19<br>Natalie Maas '40 |
| 1962 | Roberta Newton Blanchard '21<br>Emily Warner Caddock '25<br>Eleanor Jones Heilman '33 |

Agnes Berkeley Leahy '21, Alumna, Trustee, and Early Personnel Director

1963 Mildred Howard '20
Charlotte Frisch Garlock '25

1964 Janet Crawford How '24

1965 Ethel Kane Fielding '23
Marion Vibert Clark '24
Marion Nichols Arnold '32

1966 Kathryn Moss '24
Carol Chappell '41

1967 Caroline B. Rice '31
Janet Fletcher Ellrodt '41

1968 L. Alice Ramsay '23
Winifred Nies Northcott '38

1969 Charlotte Beckwith Crane '25
Elizabeth Dutton '47

1970 Elizabeth Gordon Van Law '28
Sarah Pithouse Becker '27
Julia Warner '23

1971 Virginia Rose '19

1972 Juline Warner Comstock '19
Amy Peck Yale '22
Mary Anna Lemon Meyer '42

1973 Mary Birch Timberman '23
Margaret Royall Hinck '33
Priscilla Duxbury Wescott '41

1974 Amy Hilker Biggs '24
Roldah Northup Cameron '51
Jane Muddle Funkhouser '53

1975 Eleanor Hine Kranz '34

1976 Patricia Wertheim Abrams '60

1977 Helen Brogan '52
Lyda Chatfield Sudduth '27

1978 Sarah Hargrove Harris '57
Ruth Ferree Wessels '33
Winnie Frank Havell '38

1979 Ann Crocker Wheeler '34

1980 Cassandra Goss Simonds '55

1981 Helen Haase Johnson '66

An Ideal Class Day